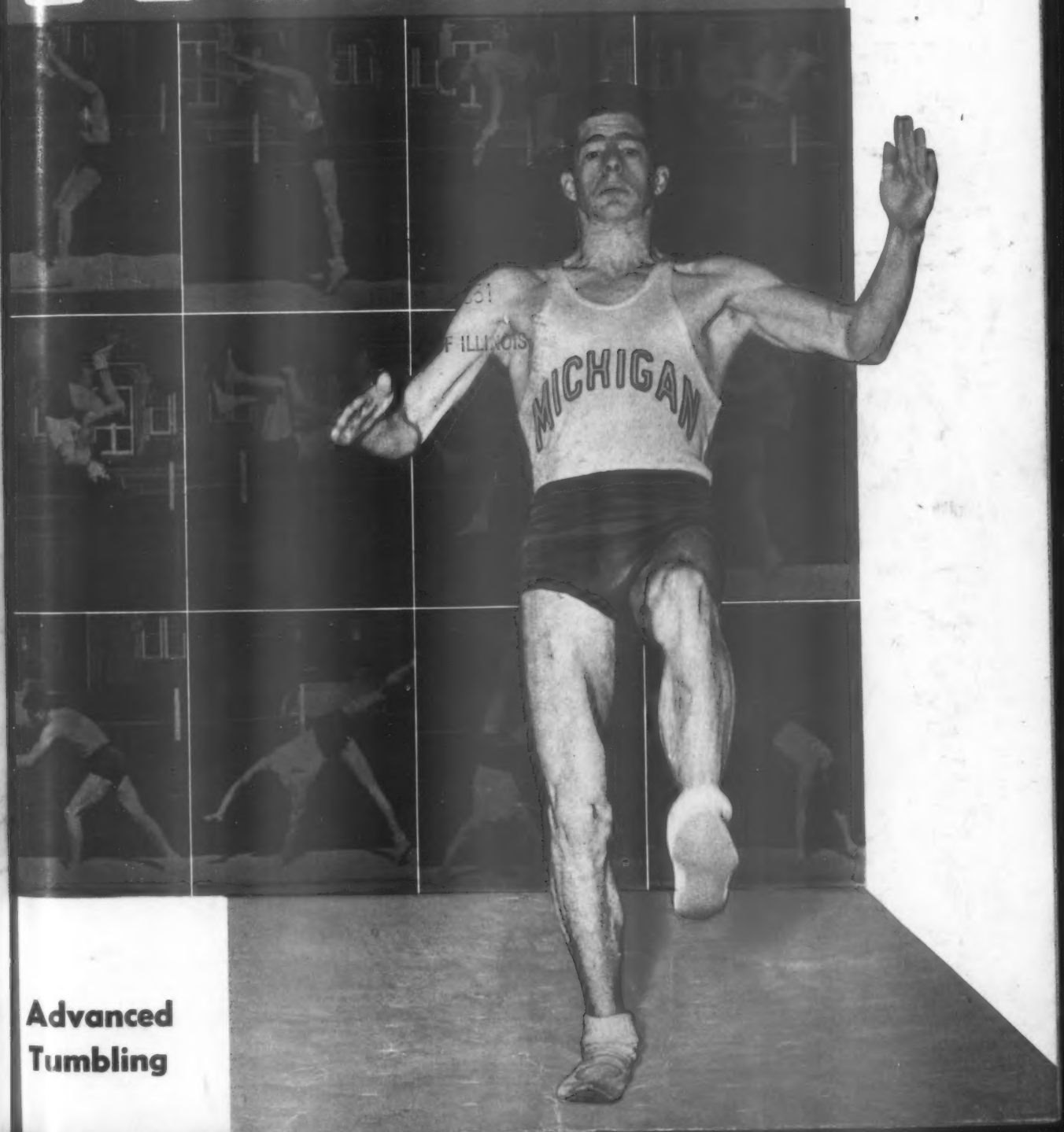
Vol. XXXI No. 5 January 1951

# ATHLETIC JOURNAL

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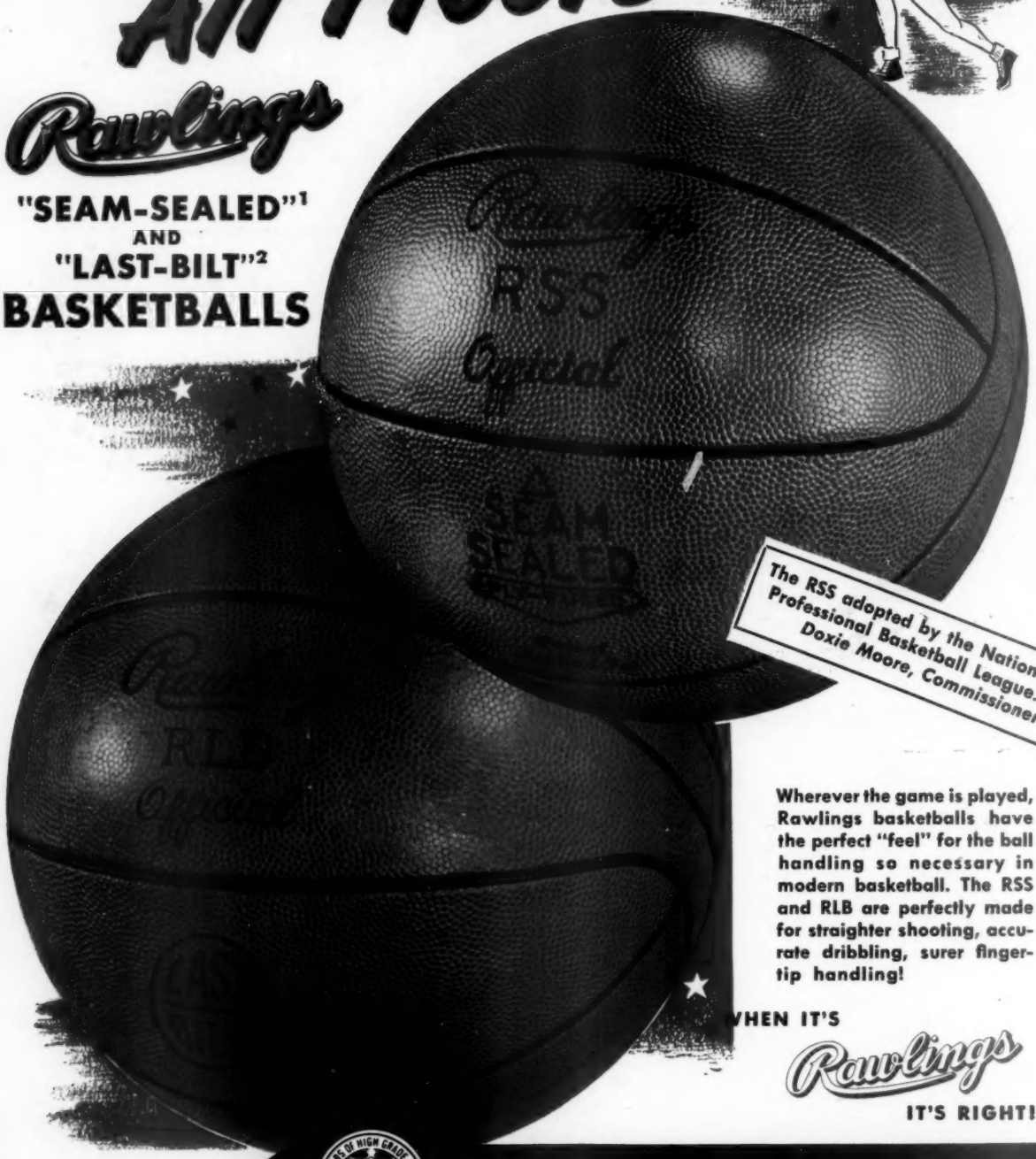


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**6858 Glenwood Avenue**

**Chicago 26, Illinois**

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**JOHN L. GRIFFITH**
*Publisher and Editor*

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Published monthly except July and August by the Athletic Journal Publishing Company, 6858 Glenwood Avenue, Chicago, Illinois. Member Audit Bureau of Circulation. Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to annd advance notice.

Subscription Prices: $2.00 per year; $3.00 for two years; $3.75 for three years; $1.20 for six months; $1.00 for five months; Canada $2.50 per year; foreign $2.75 per year. Single copies 25 cents for current volume, 35 cents per copy for back volumes. Copyright 1951, The Athletic Journal Publishing Company. Entered as second-class matter, August 14, 1925 at the post office at Chicago, Illinois under the Act of March 3, 1879; additional entry at Rochelle, Illinois.

# The ATHLETIC JOURNAL

*Nation-Wide Amateur Athletics*

**Volume XXXI** **Number 5**

## JANUARY, 1951



**FRONT COVER ILLUSTRATION**

**Pete Barthell doing a front somersault walk-out into a round off. For more on advanced tumbling see the picture story, beginning on page 7.**

When It's

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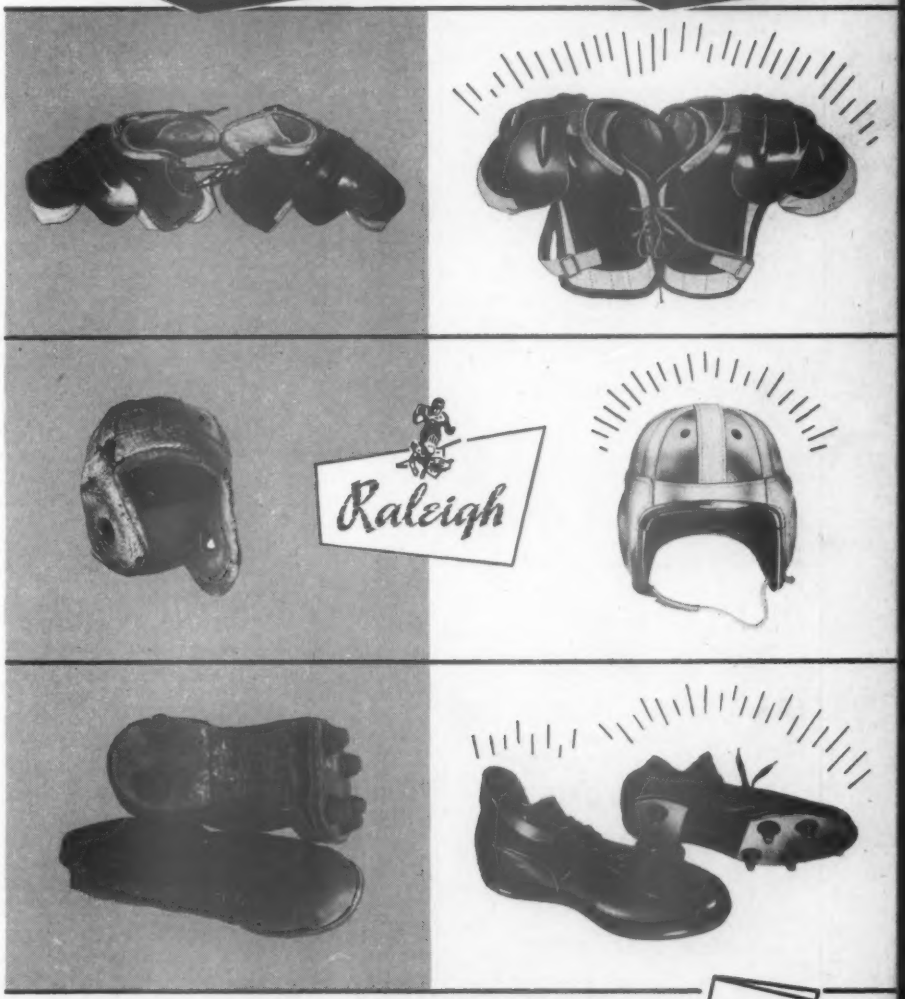


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**RALEIGH REBUILDS EVERYTHING . . .**

# from here and there

THE new weight classifications in intercollegiate wrestling are up two pounds. The previous weight of 121 goes to 123 and so on right up to heavyweight which goes to 177. . . . Montclair High School under the coaching of Clary Anderson, former Colgate star, has been a standout in New Jersey high school circles. Since Anderson returned from service in 1945, Montclair has won 41 and lost 1 and that way back in 1948. . . . Another fine record in New Jersey high school ranks is that of Joe Coviello of Memorial High School, West New York, New Jersey. Coviello's four-year record is 38 won and 3 lost with 1715 points for, and only 208 against his teams. . . . "Biggie" Munn not unmindful of what befell his Michigan State "Spartans" a year ago at the hands of Oregon State following his team's great game against Notre Dame was determined not to let this happen this year. Consequently the week following their 36-33 win over Notre Dame and preceding the Indiana game he kept recalling the Maryland game earlier in the season. As a final precaution and prior to the team's leaving the dressing room for the game with the "Hoosiers" he wrote on the blackboard, "Remember Maryland" in large letters. When "Biggie" returned to the dressing room following the 35-0 victory over the "Hoosiers" he saw written beneath his message in equally large letters "We Remembered." . . . To the ever-growing list of young coaches who have followed their fathers into the coaching profession add the name of Matt Mann, III who is coaching swimming at University High of Ann Arbor, Michigan. Last year Matty captained his father's University of Michigan swimming team.

* * *

FOUR coaches of schools in the Northern Conference in Eastern New York State can claim a total of 98 years of successful service to their schools. Elmer Heidorf, Union College graduate, has been at Hudson Falls for 26 years; Amby Galligan, also a graduate of Union College, has been at Whitehall 25 years; Sam Epelito, graduate of St. Bonaventure, also has a quarter of a century of service at his school, Granville; and Tom Allen, Lafayette graduate, has completed 22 years at Glens Falls. . . .

* * *

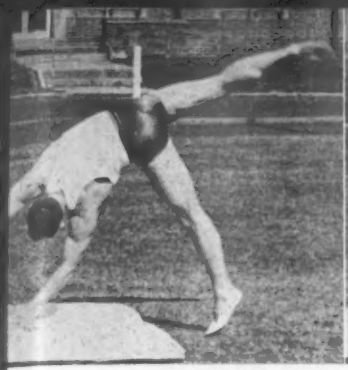
THE Dr. Litkenhous rating system for determining state champions in football was started in Minnesota by the Minneapolis Tribune-Journal in 1947 and since that time Austin High School has pretty much monopolized it, being first in 1947 and 1950, second in 1949 and seventh in 1948. Austin, coached by H. "Red" Hastings, has gone undefeated for 22 games and has lost only one game in five years. In their conference in the twelve years "Red" has coached Austin, his teams have won six titles and never finished below second. This is a record if we ever saw one. . . . Last June we carried an article on the Oklahoma press box, adjudged by many to be the finest in the country. All sports writers this fall were asked to turn in any suggestions for improvement. Only one suggestion was received and that was the pencil sharpeners should be electric instead

*(Continued on page 53)*

*WHY DO I PLAY*

*Why do I play so hard,*
*Until I'm all agrog;*
*Because I might have played my last—*
*A used and outworn cog.*
*I long to be a living tool,*
*A wheel thats full of spin,*
*Turning over forward,*
*Working, playing to win.*
*I must play and work as if*
*There's no tomorrow; no further mile,*
*I must see that others as well as I*
*Can err and show a smile.*

BLAINE RIDEOUT
Trainer, Univ.ofNebraska



# Advanced Tumbling

By NEWTON C. LOKEN
*Gymnastic Coach, University of Michigan*

WITHIN the past decade a great deal has been written on tumbling with emphasis placed on the elementary and intermediate levels of the sport. Very little has been written on advanced tumbling. It is realized that even though more individuals are concerned with the elementary and intermediate stunts there still exists a need for more written work on the intricate phase of the sport.

It has been very encouraging to notice the increased interest in tumbling and gymnastics since World War II. More is being done in high schools and colleges throughout the United States in teaching tumbling as a sport and an activity. As a result, more tumblers have reached the advanced stages and thus are receptive to more teaching aids on the advanced level. These pictures by the *Athletic Journal* and the explanations written are published in the hope of partially fulfilling this need for more help in advanced tumbling.

The stunts will be discussed in the order of their alphabetical placement rather than their order of difficulty.

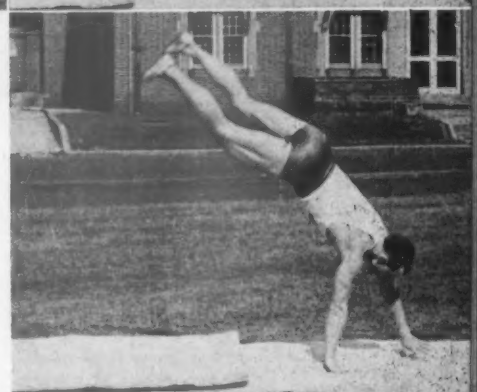
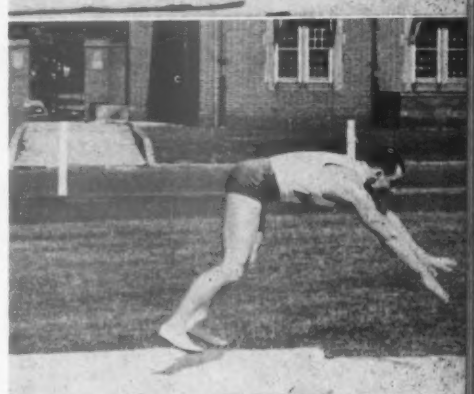
### Stunt A — Round Off Back Handspring

After the standing back handspring shown in series C is learned, then the round off is added and this adds considerable thrill, continuity, and difficulty to the stunt. The round off is executed from a run and an important feature for the tumbler to remember on this stunt is to cut the feet under the body so that the take-off for the back handspring is from flat feet. This start will send the body backward into a good back handspring instead of a high "diving" back handspring.

### Stunt B — Front Somersault — Walk Out

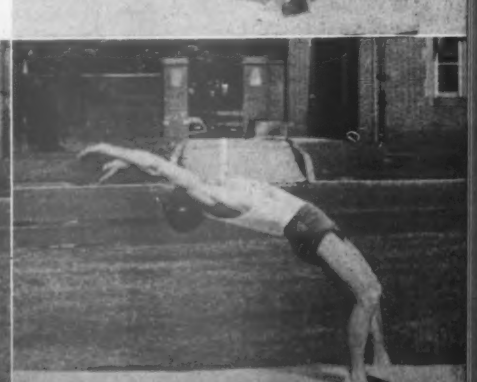
This stunt consists of executing a complete forward turn-over, taking off from the feet and landing on the feet. The tumbler should lift his arms up and forward on the take-off, drop his head downward, grab a tuck by either grasping the shins or under the thighs. Many tumblers prefer grabbing the shins which enables them to ball up into a tighter tuck, and still others like to grasp under the thighs as shown. At Michigan both techniques are used – Tom Tillman is shown on page 10 with the latter method of tucking, whereas Pete Barthell prefers the shin tuck.

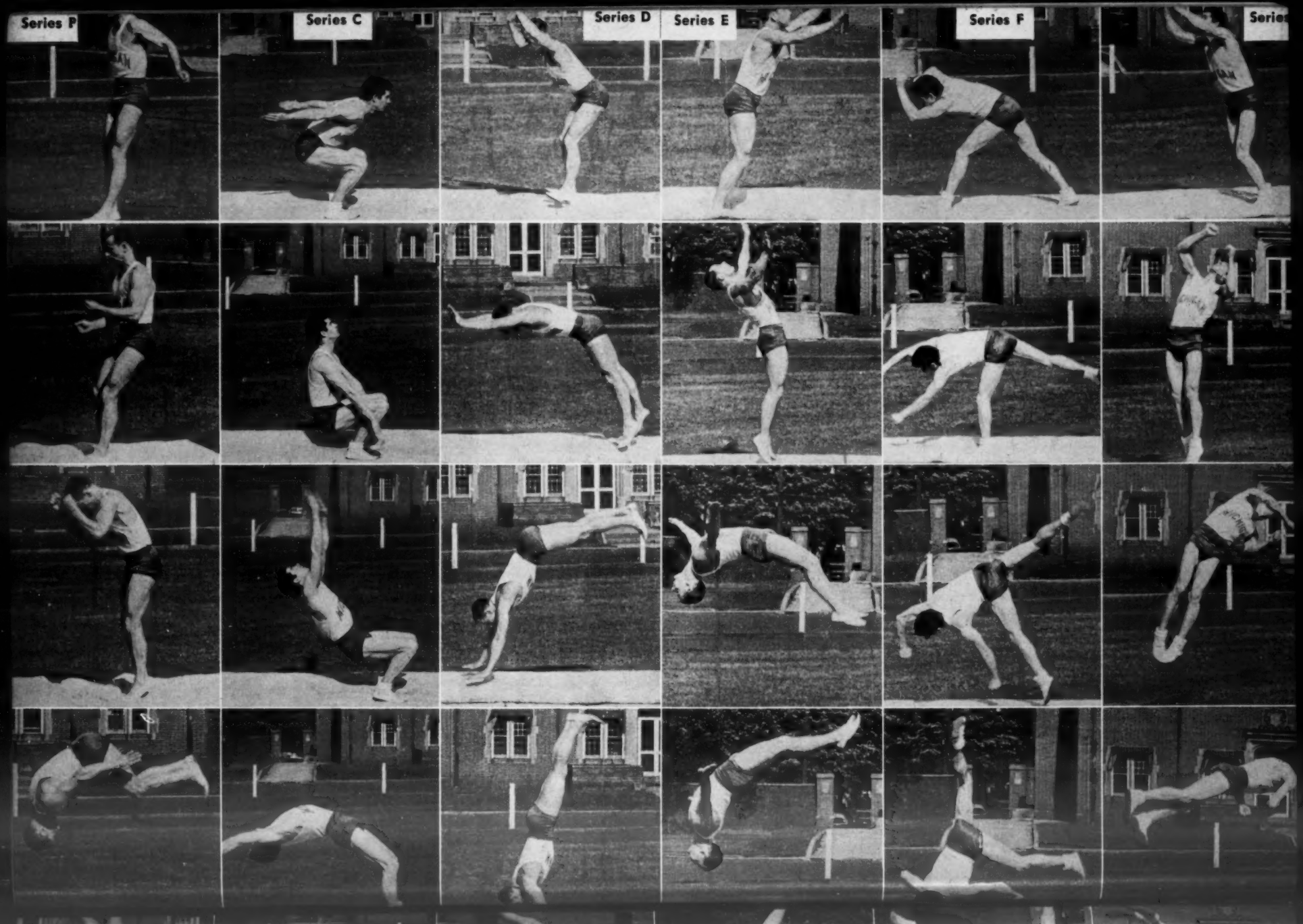
The tumbler should try to avoid too high a hurdle in the approach. It should be a very low hurdle which catapults the body into the air. After three-quarters of the somersault is completed he should prepare for the walk-out by "shooting" one leg out and the other leg down toward the mat and land as shown in the last two pictures of this series.


## Series A






Series P
Series C
Series D
Series E
Series F

# Series H

### Stunt C — Standing Back Handspring

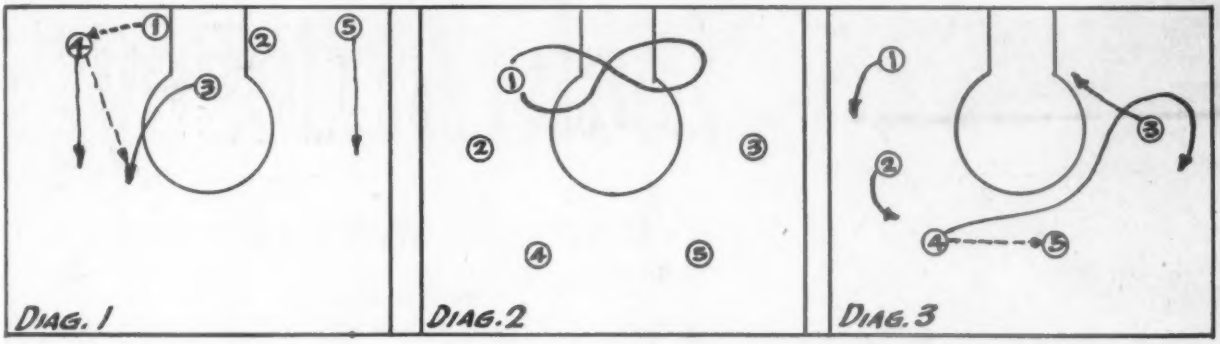
As demonstrated in the C series, the object of this stunt is to throw the arms backward, land on the hands and bring the feet over to the standing position. At the start of this stunt the legs should be bent so that the body assumes a "sitting" position. In this position the back should be nearly vertical (Pete Barthell in the first frame is leaning forward a little too much). The tumbler should start with his arms back of his hips as shown in the first two shots of this series. Then he should lean backward and throw his arms over his shoulders toward the mat, then throw his head backward at the same time. Upon throwing the head and arms, the body should be extended into an arched position as shown in the fourth frame. The tumbler should push hard off the feet and keep throwing his arms until his hands land on the mat. The body should be allowed to pass through the handstand position and then a snap down to a standing position should be executed. A suggested method of teaching this stunt is to place the tumbler

*(Continued on page 60)*

**NEWT LOKEN graduated from Minnesota, where he captained the gymnastic team in his senior year. In 1941 and 1942 he won the Big Ten All-Around Gymnastic Title and in the latter year the NCAA All-Around Title as well. Since reactivating the sport in 1947 at Michigan his teams have won 19 out of 22 dual meets. He has authored numerous articles and five books, as well as serving as technical consultant on the Athletic Institute's slide film.**

**Pete Barthell is the captain of last year's Michigan team. He placed first in 1949 and 1950 on the parallel bars and first in tumbling in 1949 in the Western Conference Meet.**

**Tom Tillman is the head cheerleader at Michigan besides being a consistent scorer in gymnastic meets. His emphasis is on tumbling and trampolining, having finished third in the latter at the 1948 NCAA Meet.**




# Independent Basketball

By GEORGE SEMPELES

UNLIKE college and high school basketball coaches, who usually hold daily practice sessions, the semi-professional or independent basketball coach, as a rule, has very few practice periods available to him. Consequently, one of his most vexing problems is to integrate his team and achieve the highest possible results within a comparatively limited time.

For the past nine years my basketball teams have had only one two-hour period per week for practice, and, of necessity, I have developed a practice plan that has given me satisfactory results and which may be helpful to other coaches in similar positions.

Fortunately, many of the players who reach the semi-professional coach have had a certain amount of experience and it is rarely necessary to teach them the basic techniques of passing, shooting, dribbling, etc. In any event, individual drills for teaching a single fundamental skill are luxuries that cannot be afforded by the average club coach. This does not mean that we ignore fundamentals. On the contrary, from the very first day to the end of the season, we spend the first hour of each practice period working on fundamentals through the medium of 2 against 1, 3 against 2, 2 against 2 and 3 against 3 drills.

The 2 against 1 and 3 against 2 set-ups are carefully explained to the players, both from offensive and defensive viewpoints, before any actual practice. The 2 against 2 and 3 against 3 drills are invaluable for learning inside and outside screens, correct guarding paths, deception, footwork, individual defensive skills, etc. Play is often halted so that errors of particular play-situations may be discussed. These drills are good conditioners and also furnish useful experience for the team's offensive pattern.

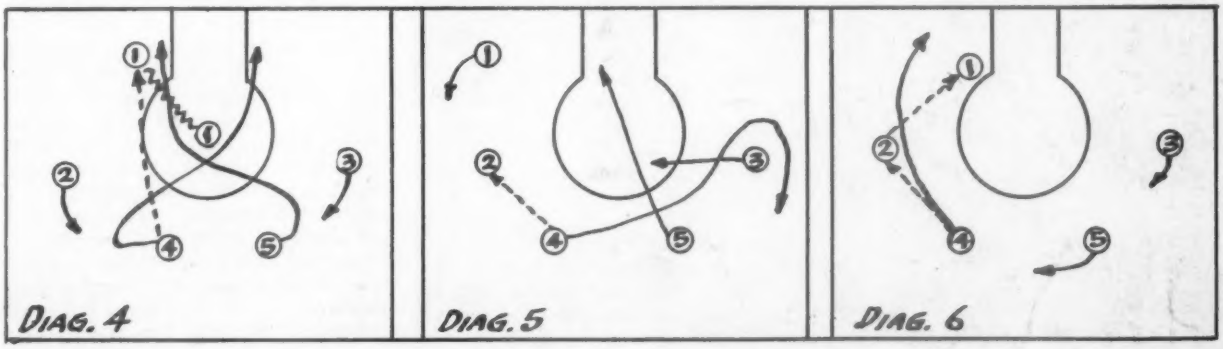
**GEORGE SEMPELES is an attorney who doubles as a basketball coach in semi-pro and YMCA circles. During nine years his teams have won 169 games and lost 47 for a percentage of .782. He entered his teams in seven South Atlantic AAU tournaments and proceeded to win five championships and finished as runner-up the other two years. We believe his article will prove different and interesting.**

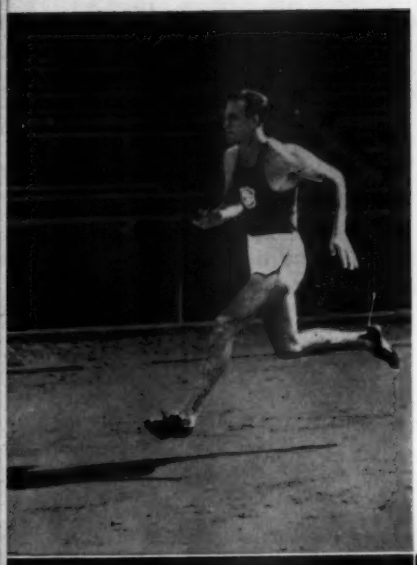
The second hour of each practice session is devoted to the development of our offensive style and our defensive system.

We encourage the boys to attempt a fast break immediately upon securing possession, but it is a controlled fast break and we insist that no shot be taken unless a sound opening is achieved. If such an opening does not materialize, the ball is passed out and we swing into our deliberate attack. Diagram 1 shows a highly successful fast-break play out of a defensive free-throw line-up. We place our two tallest men, 01 and 02 under the basket, 03 covering the shooter, and 04 and 05 behind the tall men. As the shot is taken, 03 steps into the lane in front of the shooter. 01 taps the missed shot back to 04, and 03 spins around the shooter on the same side as the ball. 04 throws the first pass to 03 as both break down the floor. 05 breaks as the ball is first tapped. This creates a three-lane fast break against two defensive men.

Our offensive pattern varies from year to year according to the mater-

*(Continued on page 61)*

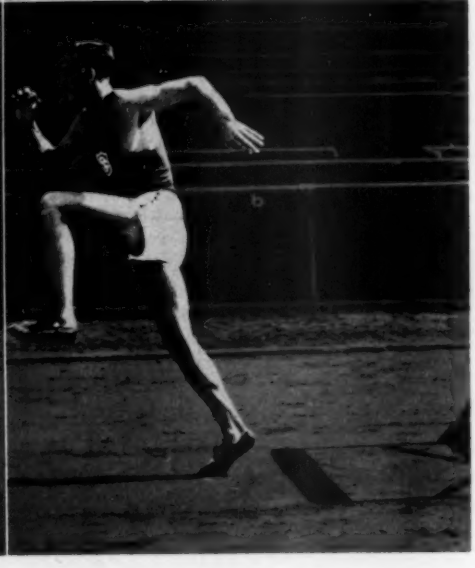




# Dick Attlesey

## World's Fastest Hurdler

By JESS HILL
*Track Coach, Univ. of Southern Cal.*



THE 1950 hurdling record of Dick Attlesey of the University of Southern California was one of the really outstanding performances in track and field history and should rank with that of Cornelius Warmerdam in the pole vault. During the track season, Attlesey ran the remarkable number of twenty-two competitive flights of 120-yard or 110-meter high hurdles in 14 seconds flat or better. Of these twenty-two races, fourteen were under 14 seconds.

At the West Coast Relays in Fresno, California, on the afternoon of May 13 Dick made a preliminary heat of the 120-yard high hurdles, the most important race of the year, when he skimmed over the barriers in the startling time of 13.5 seconds for a new world's record.

Although we were aware that he was approaching near-peak form and perfection with his hurdling, we must confess we were not expecting such record time. His previous best for the season had been 14.1 seconds on April 1 in the triangular meet with San Jose and Fresno State Colleges and again on April 29 in another triangular with Michigan State and Yale.

There were those, at the time, who expressed grave doubts about an improvement of six-tenths of a second from Dick's previous race and in the validity and accuracy of the official time. Those of us who are familiar with the reputation of the West Coast Relays and with the competent timers provided there by Flint Hanner realized that it had to be a truly-run and correctly-timed race. Attlesey's exceptionally fast races during the remainder of the 1950 track season gave full support and credence to the accuracy of the official time of 13.5 seconds.

Perfect conditions existed when this race was run, for it was one of the first track events of the afternoon and the track was in marvelous condition and lightning fast. It was a very warm afternoon and any breeze present was in a favorable direction. If there must be an explanation for such a remarkable overnight improvement, we would say that it was the combination of perfect conditions along with a faster, a more relaxed and a more confident near-perfect hurdler.

Regarding the background of this

young man who now holds the title of the world's greatest hurdler of all time, he was born in Compton, California, on May 10, 1929, making him twenty-one years old during the 1950 track season.

Dick attended Bell High School in the Los Angeles city school system. While there he was quite an all-around athlete, participating in football, basketball and track. In his senior year and during the 1946 high school track season he set a new high school city league record of 14.3 seconds for the 120-yard high hurdles (39" hurdles) which we believe still stands. His high school coach was Larry Osburn, one of the outstanding young track coaches in this area, who has produced a number of very fine track men and had much to do with the development of Attlesey into the great high hurdler he is today.

Upon his graduation from high school in February, 1947, Dick decided to become a Trojan and cast his track future with the maker of champions, Dean B. Cromwell, who retired at the close of the 1948 track season after thirty-nine years at the helm of Trojan track and field teams.

During the 1947 track season the Pacific Coast Conference permitted freshmen to compete on the varsity team and it would be nice to say that Dick Attlesey was one of the outstanding members of the team, but such was not the case. He did run the high hurdles in a few early season meets and won the event in the dual meet with Occidental College in the fine time of 14.5 seconds. In the meet with the University of Illinois, however, Dick hit too many hurdles, finally going down with a vicious fall which terminated his hurdling for the 1947 season.

During Christmas vacation the following December, while working for the post office, Dick sprained an ankle quite badly. This injury failed to respond to treatment by the time the 1948 track season came around. Coach Cromwell did not run him in the hurdles in the first four early-season meets, but used him sparingly on sprint relay teams, hoping to strengthen the weak ankle and foot. His first hurdle race that season was in the fifth meet at San Diego State College where he finished well back of the leaders and, in so doing, suffered a severe foot injury which kept him out of action for the remainder of that season.

It would seem to be a natural reaction, after two such disastrous hurdling seasons, that Attlesey might have lost interest in track and given up in disgust. It was a great surprise and pleasure to have him return to school in September, 1948, with the high resolve and insatiable desire to become a great hurdler. However, because of his enforced lay-off due to injuries, he weighed slightly under 200 pounds. Even though he has a 6 foot, 3½ inch frame, it was too much weight for a high hurdler to carry if he had a desire to approach near-record time. A rigid diet of lean meats, fruit and vegetables was recommended to him and we know he was sincere in his adherence to it, for, as the season progressed and as the weight melted away, his hurdle races became increasingly faster.

At the beginning of the 1949 track season we were certainly aware of the fact that there was bound to be something of a psychological barrier in Dick's mind, remembering his previous jousts with the high hurdles and their disastrous results. The major problem was to restore his confidence in his ability to clear the hurdles without fear of injury and to do it with a semblance of correct form. A great deal of time was spent over one hurdle on the grass with gauze string stretched between two hurdles. After a few days with this we graduated to the flipper-type hurdle over which practically all of our practice hurdling is done. The top three inches of the top bar of the hurdle are hinged in such a manner that they drop away from the hurdler if hit. This eliminates the possibility of dangerous falls, yet gives the hurdler the feel and confidence of the regulation hurdle. We want to emphasize the fact that just one hurdle was worked on until such time it was felt that his fundamental form approached peak perfection, then three hurdles, and then five hurdles, the maximum number that any of our hurdlers ever run in practice.

JESS HILL is one of the all-time greats at U.S.C. In 1929 he averaged better than eight yards per carry as fullback for Howard Jones. In the same year he became the first Trojan to better 25 feet in the broad jump, winning the IC4A title with a leap of 25 feet, 7/8 inches. In 1930 he turned to baseball and won the batting championship with a .389 average. He played ten years of professional baseball in the majors and triple A clubs in which he compiled a lifetime average of .306. In 1946 Jess Hill returned to U.S.C. as freshman football and track coach and in 1949 took over the varsity track duties when Dean Cromwell retired. In two years he has brought U.S.C. two National Collegiate championships.

Dick's first hurdle race of the 1949 season was run in a dual meet with San Diego State College on March 26. Before the start, it was suggested to him that we just wanted him to clear the ten hurdles with plenty of daylight between his pants and the hurdle without any worry whatever as to his time and finishing position. He really did just that, finishing third in slightly over 15 seconds flat, but to us it was the psychological medicine that he sorely needed, for he had not run a full flight of high hurdles since the Occidental meet in March 1947. The lift he received from this race was amazing, for it marked the beginning of the restoration of his confidence, his morale, and his ambition to become a great hurdler. We shudder to think what might have happened had he gone down in a flurry of hit hurdles as he had done in the Illinois meet of the same year.

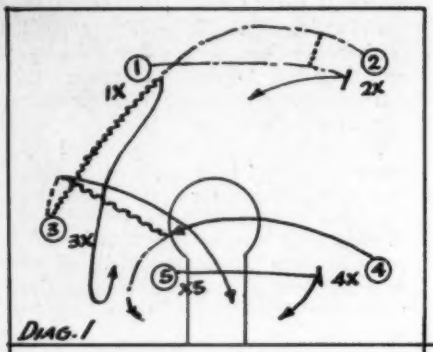
He ran increasingly faster races as his confidence increased and his weight decreased to 178 pounds during the season, but the only hurdle race that he won during the 1949 season was a preliminary heat at the California Relays in Modesto in 14.1 seconds. Craig Dixon, the great hurdler from the University of California at Los Angeles, was the nemesis in every race that Dick ran, but it is noteworthy that in the NCAA meet in Los Angeles Attlesey finished second in the very good time of 14.1 seconds, after running a heat in 14.3 seconds. He also finished third behind Dixon and Dillard in the National AAU meet in Fresno and in the race my watch caught him in a shade under 14 seconds flat for the 110-meter hurdles. These two races at the close of the 1949 season gave every good indication that, barring accident, sickness, or injury Dick Attlesey might develop into one of the fastest high hurdlers in history.

A close scrutiny of his 1950 performances gives every evidence of his doing just that, as the amazing times turned in during the season leaves little doubt as to his right to the title of the fastest high hurdler the world has ever known. Being the proud possessor of the world's record for both the 120-yard high hurdles and the 110-meter high hurdles offers further conclusive evidence of this fact. It certainly could not have happened to a finer boy and a more deserving per-

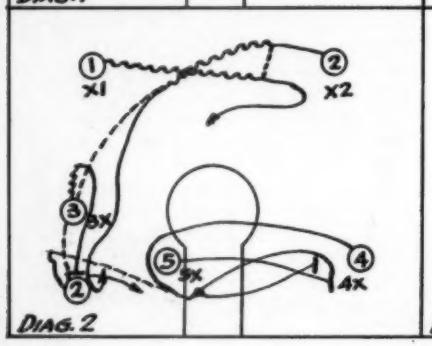
*(Continued on page 49)*

# A Variable Single Post Attack

By J. A. BROWN
*Athletic Director, Nampa, Idaho, High School*



DIAG. 1



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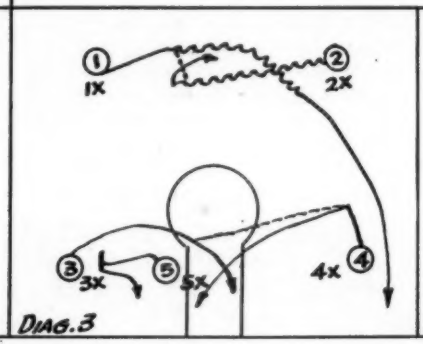

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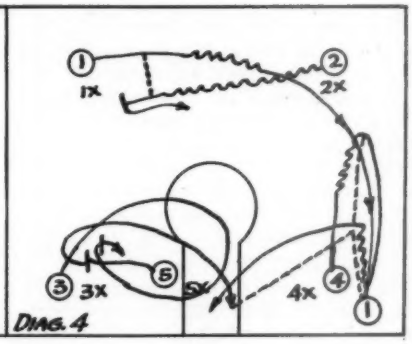


DIAG. 4

IN this article we will attempt to explain and illustrate what we call a variable single post attack. Anyone of the five team members may be and is maneuvered into a position from which he may be used as a pivot post man. In order to illustrate the value of such action we will refer to one of our more important conference games of this past season. Of the starting five in this game, two boys scored ten points apiece, two others scored nine points apiece, and the fifth boy scored eight points. These boys played less than three-quarters of the game and at least one field goal was made by each of the players from the post spot. This evenly divided scoring was very prevalent in all the games throughout the season.

In an offense of this kind each member of the team has a definite duty to perform each time the ball is passed. This duty instills a sense of responsibility and a good team player will take pride in doing his job well, especially if he knows the situation will arise several times during the game when he will be in the number one scoring position. We have used this offense successfully for a full floor pressing defense as well as for one that pressed us only in the front court. It was used successfully with a little variation against sagging zone defenses.

In order to make any offense work the players, of course, must be well-grounded in the fundamentals of the game and have a burning desire to make good. Whole-hearted co-operation with each other, absolute team work, and the willingness to feed the player who is open in scoring territory is an absolute *must*. When these attributes have been co-ordinated then this system or any system is bound to work. The five players are used as feeders, shooters, screeners and pivot post men. The players at the post spot do not make the same movements on each offensive play. This creates indecision on the part of the player who has the job of guarding him. The offensive plays in the diagrams show the maneuverability of this offense.

Upon examining the different diagrams it will be noted that 05 designates the post man while 03 and 04 are the forwards and 01 and 02 are the guards or playmakers. Regarding the distribution of the personnel at the different positions on the floor, we like to place our best set shots at the 01 and 02 positions. If these players are a scoring threat from out in front the defense will be less likely to drop back and try to plug up the center of the offensive court. We like to place the players in the 03 and 04 positions who have a good rebound ability plus the ability to pass off a dribble and who are able to shoot from the side if the defensive player sags away from them. A good left-handed player is invaluable in the 03 spot. The post player at the 05 spot is the best rebound man and the best ball-handler from that spot. Generally he is the tallest player of the five.

In Diagram 1, 01 dribbles toward 02 and bounce passes the ball to him. Then 02 dribbles to a favorable spot and passes to 03 who comes out to meet the ball. 02 then continues on into the corner ready to break for the basket if left alone or to await further development of the play. At the time 02 passes to 03 the post man or 05 goes to the opposite side thus automatically screening for 04 who cuts toward the free-throw line looking for a pass from 03. If 04 is not open or ahead he tries to establish a post in front of whatever defensive player is covering him. Often the defensive player covering the original post man will shift and cover the player who was screened. If 04 gets good position on his man then 03

*(Continued on page 55)*

J. A. "BABE" BROWN has had a long and successful coaching career. He has spent nineteen years coaching in high schools, with a three-year break during which time he coached the University of Idaho to a Northern Division Championship. Both the 1949 football team and the 1949-50 basketball team at Nampa were undefeated. This past summer he coached the West All Stars at the Idaho Coaching School.

# Modifying the 1-3-1 Zone

By GEORGE HENDERSON
*Basketball Coach, Mansfield, Ill., High School*

DIAG. 1

CLAIR Bee used a 1-3-1 zone defense when his Long Island University team played some of the best college basketball teams in the nation. The revolving slides he used required each player to have the qualities of a high school star, to think intelligently and quickly, to adapt himself to unusual game situations and to have the ability to play every defensive position.

Most high school coaches have a limited number of boys to draw from, and each is faced with the same problem, how to produce a winning team with the material at hand. Many coaches believe the answer lies in the word *offense*. A few of the more prominent slogans are: A good offense is the best defense. Maintain a high shooting average and take a good number of shots. Put the ball through the hoop.

Defense, to my way of thinking, is the basis for team play. It takes teamwork to produce a truly effective defense. If a team has the ability to prevent the opponents from scoring as many points as they do, they will win the game. Every team, no matter how expert, has "cold nights" when the players simply cannot "buy a basket". Many high school teams have these nights more frequently than they have "hot" ones. In such games, it is the caliber and effectiveness of the defense that determines the winner.

Zone defense, as such, is frowned upon by many coaches. We can see only one weakness in such a system. It is difficult for a team playing zone defense to "go get the ball" when the opponents use stalling tactics. The alternative, a pressing man-for-man defense, is the only solution for the problem.

Coaching high school boys requires more psychology than strategy. These boys are relatively young in body and mind, and are controlled by their emotions much more than are adults. The frame of mind of a high school basketball team is the greatest factor which influences the outcome of games.

If a coach approaches the boys logically and strives to communicate ideas to them which appeal to their emotional level, it is relatively easy to maneuver the group into thinking defensive basketball. When a coach has done that, the rest is easy.

In determining player position in the defense, individual ability is the important factor. The following qualifications aid in choosing the correct player for each position, when stressing defense, yet keeping offense in mind.

The front-man, or chaser, should be a boy who possesses ball-stealing ability. He does not have to be tall, but must be quick, agile, and a good shot.

The basket-man must be a good rebounder and ball-handler. Since he is a defensive rebounder, he should be able to jump high and retain possession of the ball when he gets hold of it. He does not have to be unusually tall, but should stand at least six feet, and may be more effective if he weighs at least 180 pounds.

The middle-man should be the fastest tall player available. In order to be effective he should be over six feet tall and very agile. This is a good place to put a slow thinker.

The two side-men should be fast, good at close guarding, and the taller the better. These side-men should be quick thinkers, for they have very important shifting assignments.

The basic defensive formation is as shown in Diagram 1. When teaching high school boys this defense it is very important that they understand fully the basic principles of it. These principles can be listed as follows:

Rule 1. The man in possession of the ball should be guarded closely when in the shooting area. The boundaries of this area are as shown in Diagram 1.

Rule 2. At all times there should be three men between the ball and the basket.

Rule 3. The players must keep their eyes on the ball at all times.

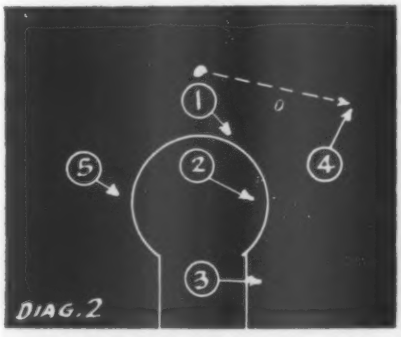
Rule 4. When the ball is passed or dribbled toward the basket, the outside men follow it and double up on the man with the ball.

Rule 5. When a shot is attempted, all five men rebound, the basket-men and middle-man under the basket, the side-men and front-man closing in.

Once the boys learn the principles

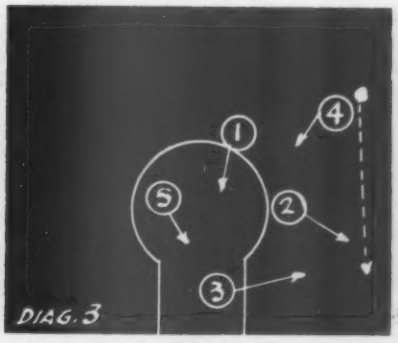
*(Continued on page 54)*

Ball passed to left side of court.



DIAG. 2

Ball passed toward left corner of the court.



DIAG. 3

After sliding to meet pass in Diagram 3.

DIAG. 4

# Basketball Photography With a Motion Picture Camera

By L. S. BENNETT
*Visual Aids Specialist, North Carolina State College*

WHILE the use of motion pictures in coaching football had its beginning two decades ago, their use in basketball coaching is still in its infancy. No doubt, part of the reason for this lies in the favored financial position which football generally occupies; however, another contributing cause may lie in a general lack of understanding of how basketball movies may be easily and effectively made indoors.

Admittedly, shooting under artificial lights poses exposure problems, but motion picture photography of basketball is not dissimilar to football photography at night. The best evidence seems to indicate that motion pictures may be as valuable to the basketball coach as to his gridiron counterpart. Since films were first made of North Carolina State's basketball games three years ago, the coaching staff has become increasingly convinced of their usefulness. The films have also proved to be of considerable value off the campus. This year all home games will be shot for Coach Everett N. Case, and undoubtedly some of the nearer visiting games as well.

The success of the Wolfpack basketball team in battling its way to the finals of the National Collegiate Athletic Association tournament last year may be due in part to the use of films. Coach Case says of this use, "When our players are out of position or not checking off the boards or making many of the other fundamental mistakes of basketball, we correct these faults by letting them see themselves in action. We feel that it is better to have the individual see his own mistakes in this manner — and then correct them — than it is just to correct the player without the visual proof of his error."

This is a direct outgrowth of the objectives that Coach Case established at the time motion pictures were first used in connection with North Carolina State basketball. At that time it was decided the films would be used to study the opponent's offense and defense, the opponent's individual characteristics, to minimize the offensive good points of the opponent, and to take full advantage of his defensive weaknesses.

How well the latter part of these objectives has worked out may perhaps be illustrated by comparing the scores of the first games with those of the second games in which the same two teams were involved. These prove how effectively North Carolina State has used films made during home games to solve the attack of an opponent and to crack his defense when playing on his own court as was the case in all the second games noted here. The scores are as follows:

*First Game*

State 61 — Univ. of N. C. 57
State 58 — Duke 55
State 57 — Wake Forest 50

*Second Game*

State 70 — Univ. of N. C. 44
State 68 — Duke 50
State 73 — Wake Forest 35

In addition to their use in team training, North Carolina State films are constantly shown throughout the year for recreational purposes; recruiting of prospective students and general entertainment of people, who are unable to attend the games. As many as 200 to 300 showings of films have been made during the past year by the basketball staff.

This year North Carolina State is switching from black-and-white motion picture photography to picture taking with Kodachrome Film to produce full-color records of its games. This, it feels, may help to make it easier to identify individual players and keep the members of the various teams separate, and it should also add considerably to the pleasure of the general audiences who view the films after they have been used by Coach Case and his associates.

LANDIS BENNETT received his Ph. D. in plant breeding at West Virginia University but being interested in photography went to a photographic school in New York. In 1941 he joined the staff at N. C. State College, working with the Crop Improvement Association and in this connection did a large amount of photographic work. In 1946 he was assigned to his present duties as visual aids director. In this capacity he has made two movies for the college as well as filming the football and basketball games.

With either black-and-white or color film, however, motion picture photography of basketball involves several unique problems — the most pressing of which is the continuity of action. In football, the action stops after each play, affording time to wind the camera again and prepare for the next play. In basketball, on the other hand, the action continues indefinitely, making a motor-driven camera of large film capacity highly desirable. Spring-driven cameras, according to our experience, may be used but some of the action will be missed while winding the spring, unless two cameras are employed and an assistant stands by to wind the camera which is not in use. The Cine-Kodak Special II Camera is the best of the spring-driven cameras, since it runs through considerably more film with each winding. It may also be equipped with an electric motor drive.

Our equipment for basketball movies consists of a Bell and Howell Camera, Model 70 DA, modified to accept 400-foot magazines and equipped with a variable speed motor. We use mostly 1 and 2-inch lenses and alternate the lenses for pictorial variety. The camera is, of course, mounted on a sturdy tripod and is usually operated at 24 frames per second. Picture-taking is done from a position 80 feet from the near sideline and 40 feet above the floor. This viewpoint gives the best perspective and a good general view of the game.

In our experience the minimum amount of light required for Kodak Super-XX Film exposed with an f/1.4 lens is about 25-foot candles. This may be read directly on the dial of a Norwood meter when the slide is out. If the light measures 50 or 75-foot candles on the floor, however, that will permit the lens to be stopped down, resulting in a greater depth of field. This factor should definitely be considered, since the camera will not be operating with the 2-inch lens at an infinity distance from the action and the greatest depth of field possible is desirable. A light-colored floor will also be very helpful in obtaining proper exposure.

With 75-foot candles, Kodak Super-X Film may be used, resulting in a more brilliant image. If a person is lucky and has as much as 150-foot

*(Continued on page 46)*

# Basketball Enigma—The Free Throw

By RICHARD B. MORLAND
*Former Basketball Coach, Florida Southern College*

WHENEVER basketball coaching problems are aired, the missed free throw invariably comes in for a major share of the discussion. The failure of a team to make good its free throws during the game too frequently has turned an otherwise good season into a mediocre one. In an effort to better percentages, coaches have devised schemes and drills of varying complexity, from keeping elaborate charts and graphs to having their players shoot 100 free throws daily, yet the performance in games usually leaves much to be desired.

From the statistics released by the National Collegiate Athletic Bureau of the NCAA it can be deduced that less than 10 per cent of the college teams averaged as high as 64 per cent of their free throws during the past season. In other words, over 90 per cent of the college basketball teams are not able to make good 13 out of 20 free throws as an average. Any basketball team worth its salt can consistently better this in practice.

What is the explanation for the marked discrepancy existing between free throws made in games and in practice? It is to be expected that field-goal shooting will differ considerably from practice to games, but an analogy between the two cannot be drawn for the circumstances separating field goal and free-throw shooting are entirely different.

In field goals the player may be rushed, the distance to the goal will vary, and other extenuating factors will come into play. In the free throw, however, the distance to the basket is always the same, the opposing players are prohibited from distracting the shooter, and ten seconds are allotted in which to make the throw. It appears, then, that the free throw is the one phase of shooting that is exactly the same in practice as in the game. However, as every coach and player well knows, there is a dynamic force at work in the mind of the shooter which makes a considerable difference between throwing for practice and throwing for points.

It is the opinion of the writer that the mental state of the player is the factor which determines whether his shot will be made or missed, providing that the player has developed a sound free throw in practice. Fatigue also enters into the picture, especially in the latter stages of the game, but the fact remains that the *inability of the player to concentrate is the primary cause for missed free throws.* If the player starts thinking about the hundreds of pairs of eyes focused on him for the moment, or if he worries whether his throw will win or lose the game, or if he tries too hard to make his shot, then he is gambling on the outcome and tossing skill to the winds.

In order to make free throws consistently in the game, the player, by conscious thought control, must erase everything else from his mind except the immediate task at hand. He must be able to do this without creating unnecessary muscular tension that will affect the accuracy of his shot. He must be able to do this and still remain relaxed, cool, and mentally at ease.

This is not only the secret of free-throw shooting, it is the key to success in other sports as well. In golf, in hitting a baseball or tennis ball, in the start in track or swimming, in place-kicking extra points — concentration is the passport to proficiency. It is that mental condition that sports writers so eloquently describe as "ice water in the veins." Unless mastered, it is the reason why potentially good players fail to measure up to expectations — while players who are less gifted rise to greater heights.

With this principle firmly established, the free-throw practice session should be directed toward creating a pressure situation whereby the player must concentrate on each shot taken. The following plan was inaugurated at Florida Southern College after the past season was under way and the resulting increased free-throw percentage was gratifying.

After the coach is convinced that each player is shooting in a manner he considers to be best for that particular individual, his free throws are recorded during practice. At the start of the practice session and during the free shooting period each player works on his free-throw shooting, but during the period near the close of practice, which is specifically set aside for free throws, only 15 shots are taken.

A situation is created which places the player under pressure while shooting. The squad is divided into two groups, using only the two game baskets. The players line up along the free-throw lane and make every effort to take the player's mind off his shooting by talking to him, razzing him, or otherwise trying to confuse him.

Verbal taunts are aimed at the shooter, he is asked personal questions, and is warned that he will miss. If the player has "rabbit ears" or is easily unnerved, he usually will miss. The player who cracks under these conditions is usually the one who misses during crucial times in the games.

The 15 shots are recorded and the names of the players making at least 12 are placed on the locker-room blackboard. Players making 10 or less are placed in a special category called the "eight-ball club". These men must spend time after practice working on their shots at which time special instruction is given. Theater tickets or some other token award are presented at times to the player with the highest average over the week. This stimulates interest and adds incentive to the practice sessions.

Undoubtedly, many coaches will question the advisability of shooting only 15 shots that are recorded. It can be pointed out, however, that by taking a fewer number of shots a greater premium is placed on each throw attempted. This, in itself, most nearly approaches a game situation. It was found that the players practiced their free throws more assiduously after this plan was started than previously when they were assigned a specific number of free throws to make, or when their daily results were charted on a graph.

It is not so much a case of the

*(Continued on page 59)*

DICK MORLAND took his undergraduate work at Birmingham-Southern College and his master's at Springfield College. He has been at Florida Southern for three years and last year the Moccasins under his tutelage won the Dixie Conference Tournament. In this tournament Florida Southern made 53 out of 71 free-throw attempts for a percentage of .746. Morland is currently on a year's leave of absence working toward his doctorate at NYU.

# National Honor Roll

### 100-Yard Dash

| Competitor and School | Meet | Time |
|---|---|---|
| Golliday (Phillips, Chicago, Ill.) | State | 9.6 |
| Blackburn (Jefferson, Los Angeles, Calif.) | S. League Prelim. | 9.6 |
| Thomas (Cleveland, Texas) | State | 9.7 |
| Ulrich (Hinsdale, Ill.) | District | 9.7 |
| Green (Jefferson, Los Angeles, Calif.) | S. League Prelim. | 9.8 |
| Macon (Cathedral, Los Angeles, Calif.) | C.I.F. Quarterfinals | 9.8 |
| Graffio (Huntington Park, Calif.) | State Prelim. | 9.8 |
| Finn (Williamsport, Pa.) | State | 9.8 |
| Miller (Napa, Calif.) | El Cerrito Relays | 9.8 |
| Childress (Odessa, Texas) | State | 9.8 |

### 220-Yard Dash

| | | |
|---|---|---|
| Thomas (Cleveland, Texas) | State | 20.9 |
| Childress (Odessa, Texas) | State | 21.1 |
| Ulrich (Hinsdale, Ill.) | State | 21.1 |
| Turner (Alameda, Calif.) | State Prelim. | 21.2 |
| Green (Jefferson, Los Angeles, Calif.) | Compton Inv. | 21.3 |
| Blackburn (Jefferson, Los Angeles, Calif.) | State | 21.3 |
| McGlinn (Immaculata, Leavenworth, Kas.) | State | 21.3 |
| Lindsey (Amherst Central, New York) | State | 21.4 |
| Johnson (San Diego, Calif.) | C.I.F. Semifinals | 21.4 |
| Keegan (New Rochelle, New York) | Intersectional | 21.4 |

### 440-Yard Dash

| | | |
|---|---|---|
| Green (Jefferson, Los Angeles, Calif.) | City | 48.6 |
| Miller (Napa, Calif.) | State | 48.8 |
| Jones (New Rochelle, New York) | Intersectional | 49.1 |
| Carson (Arlington Hgts., Fort Worth, Texas) | State | 49.4 |
| Huntze (Fremont, Oakland, Calif.) | State | 49.6 |
| Osbourne (Longmont, Colo.) | State | 49.6 |
| Griffin (Dorsey, Calif.) | State | 49.7 |
| Ashmore (McAlester, Okla.) | State | 49.7 |
| Lee (Durant, Okla.) | State | 49.7 |
| Moss (Pacific Grove, Calif.) | North Coast Section | 49.7 |

### 880-Yard Run

| | | |
|---|---|---|
| Stanley (Jefferson, Los Angeles, Calif.) | State | 1:53.9 |
| Wheiler (Union, N. J.) | State | 1:54.7 |
| Southgate (Wilson, Long Beach, Calif.) | Compton Inv. | 1:57.3 |
| Van Pelt (Bellows, Mamaroneck, N. Y.) | Intersectional | 1:57.7 |
| Sanborn (Glendale, Calif.) | Compton Inv. | 1:57.8 |
| Simpson (Fowler, Calif.) | Central Section | 1:58.0 |
| Nelson (Stockton, Calif.) | San Joaquin Section | 1:58.3 |
| Maynard (La Harpe, Ill.) | District | 1:58.5 |
| Jarvis (Clinton, Okla.) | State | 1:58.7 |

### Mile Run

| | | |
|---|---|---|
| Bauer (Washington, San Francisco, Calif.) | State | 4:23.7 |
| Kelley (Bulkeley, New London, Conn.) | State | 4:23.8 |
| Carter (Glendale, Calif.) | State | 4:23.8 |
| Deams (Rye, N. Y.) | Intersectional | 4:25.0 |
| Dunn (El Dorado, Placerville, Calif.) | State | 4:26.5 |
| Lambert (Central, Muncie, Ind.) | State | 4:26.7 |
| Wheeler (Evanston, Ill.) | District | 4:27.0 |
| Tidwell (Kiowa, Kans.) | State | 4:27.1 |
| Murphy (Calumet, Chicago, Ill.) | State | 4:27.5 |
| Parker (Lyndurst, N. J.) | State | 4:27.5 |

### High Hurdles

| | | |
|---|---|---|
| Turner (Glendale, Calif.) | State | 14:1 |
| White (Redlands, Calif.) | C.I.F. | 14.2 |
| Wright (Redlands Calif.) | C.I.F. | 14.2 |
| Hindman (Longmont, Colo.) | State | 14.4 |
| Stevens (Phillips, Chicago, Ill.) | State | 14.4 |
| Sommers (El Monte, Calif.) | Southern Counties | 14.4 |
| Russell (Mesa, Ariz.) | State Prelim. | 14.4 |
| Edwards (Bakersfield, Calif.) | West Coast Relays | 14.5 |
| Jenkins (Mansfield, Ohio) | East Tech. Relays | 14.5 |

### 180-Yard Low Hurdles

| | | |
|---|---|---|
| Turner (Glendale, Calif.) | C.I.F. | 18.9 |
| Sommers (El Monte, Calif.) | C.I.F. Semifinals | 19.2 |
| Hindman (Longmont, Colo.) | State | 19.3 |
| Wright (Redlands, Calif.) | C.I.F. Semifinals | 19.3 |
| McGlynn (Central, Binghamton, N. Y.) | Intersectional | 19.4 |
| Hamilton (Jefferson, Los Angeles, Calif.) | State | 19.4 |
| Thomas (San Diego, Calif.) | C.I.F. Semifinals | 19.5 |
| Russell (Mesa, Ariz.) | State Prelim. | 19.5 |

### Pole Vault

| | | |
|---|---|---|
| Widman (Narbonne, Los Angeles, Calif.) | Compton Inv. | 13—9 |
| McDonald (Wilson, Long Beach, Calif.) | C.I.F. | 13—7 |
| Red (Lemoore, Calif.) | State | 13—½ |
| Wright (Lawrenceville, Ill.) | State | 13—⅛ |
| Hanson (Grossmont, San Diego, Calif.) | Coast League | 12—10 |
| Sommers (El Monte, Calif.) | C.I.F. Semifinals | 12—9⅛ |
| Moler (Polytechnic, Los Angeles, Calif.) | City | 12—9 |
| Miller (Webb, Claremont, Calif.) | C.I.F. | 12—9 |

### High Jump

| | | |
|---|---|---|
| Wilson (San Jose, Calif.) | North Coast Section | 6—5¼ |
| Dubard (Libbey, Toledo, Ohio) | State | 6—5 |
| Mead (Central, Bay City, Mich.) | State | 6—4 |
| Pearl (Dunbar, Dayton, Ohio) | State | 6—4 |
| Shelton (Washington, Los Angeles, Calif.) | S. Pacific League | 6—4 |
| Gelvin (Polytechnic, Long Beach, Calif.) | Pacific League | 6—3⅞ |
| Bonham (Pomona, Calif.) | Citrus Belt League | 6—3¼ |
| Hilton (Burroughs, Burbank, Calif.) | El Monte Relays | 6—3⅛ |
| Sinclair (Washington, Los Angeles, Calif.) | City | 6—3 |

### Broad Jump

| | | |
|---|---|---|
| Turner (Glendale, Calif.) | C.I.F. | 24—6½ |
| Johnson (Jefferson, Los Angeles, Calif.) | State | 24—2¾ |
| Houston (Jordan, Los Angeles, Calif.) | E. Marine League | 23—9½ |
| Haviston (Central, Columbus, Ohio) | Ohio Wes. Relays | 23—8 |
| Wilson (Anderson, Ind.) | Sectional | 23—2⅞ |
| Young (East Palestine, Ohio) | State | 23—2 |
| Woods (Marshall, Los Angeles, Calif.) | Northern League | 23—1½ |

### Shot Put

| | | |
|---|---|---|
| Bauer (Benton, Ill.) | District | 58—8 |
| Norris (Grossmont, San Diego, Calif.) | C.I.F. | 58—2½ |
| Lawshe (Bronxville, N. Y.) | Schenectady Interscholastic | 58—1 |
| Morgan (Mariemont, Ohio) | State | 56—11¼ |
| Powell (San Diego, Calif.) | Compton Inv. | 56—10½ |
| White (Chula Vista, Calif.) | C.I.F. Quarterfinals | 56—1½ |

Compiled by E. A. THOMAS

| Competitor and School | Meet | Time |
|---|---|---|
| **Discus Throw** | | |
| Bauer (Benton, Ill.) | District | 162–½ |
| Lenzini (Waukegan, Ill.) | Quadrangular | 161–7 |
| Fuchs (Evanston, Ill.) | District | 161–0 |
| Mueller (C.B.C., St. Louis, Mo.) | Clayton Inv. | 160–1¾ |
| Eckhardt (Normandy, Mo.) | District | 158–1 |
| **Javelin** | | |
| Rocker (Jesuit, New Orleans, La.) | State | 198–11 |
| Kolaba (Ontario, Ore.) | State | 196–4 |
| Provencher (Griswold, Conn.) | State | 185–9 |
| Haise (Vincent, Erie, Pa.) | State | 182–7⅞ |
| Flowers (Wyandotte, Kansas City, Kans.) | State | 180–10 |
| **440-Yard Relay** | | |
| Odessa, Texas | State | 42.9 |
| Mercersburg, Pennsylvania | Penn Relays | 42.9 |
| Cardozo, Washington, D. C. | Penn Relays | 43.0 |
| Baytown, Texas | Regional | 43.3 |
| **880-Yard Relay** | | |
| Jefferson, Los Angeles, California | State Tryouts | 1:28.4 |
| Phillips, Chicago, Illinois | State | 1:29.2 |
| Glendale, California | C.I.F. Semifinals | 1:29.8 |
| San Diego, California | State | 1:29.8 |
| Jordan, Los Angeles, California | State | 1:29.9 |
| **One Mile Relay** | | |
| Capitol Hill, Oklahoma City, Okla. | State | 3:25.3 |
| Galveston, Texas | State | 3:25.8 |
| Amarillo, Texas | State | 3:26.9 |
| Emerson, Gary, Indiana | State | 3:27.1 |
| East Tech, Cleveland, Ohio | Senate | 3:28.0 |
| Boulder, Colorado | State | 3:28.6 |
| West, Cleveland, Ohio | Ohio U. Relays | 3:28.8 |

# Track In The High Schools

FIVE years ago the Athletic Journal started this feature as a means of comparing track performances in the various states. To increase and heighten interest, points are awarded for six places as follows: 10 points for first, 8 for second, 6 for third, 4 for fourth, 2 for fifth and 1 for sixth.

It must be taken into consideration that the state meets are held under as wide a range of conditions as possible, and consequently a look at the results for one year or even several years would not offer any conclusive proof as to the track ability or lack of it in any particular state. However, the study over a five-year period does offer a fairly broad basis for making comparisons.

During the five years a total of 34 states scored points and 11 states scored points every year. Four states, which had scored every year in the past, failed to score this past year. These were Iowa, Missouri, Oregon and Virginia. Wisconsin failed to finish in the "top ten" this year for the first time. The states which have had this distinction every year are California, Illinois, Ohio, Texas and Indiana.

### California Is First Again

California which was first in 1946, 1947 and 1949, took first place again in 1950 with a record total of 94¾ points. In compiling this amazing total California scored in every event in which it competed with firsts in eight events. The maximum total a state could score is 130 points. Illinois, which had previously finished as high as second in 1947, when it scored 47½ points, bettered that point total in 1950 by six points in again arriving at the second rung. Ohio made a strong comeback from 1949 when it totaled only 19-3/10 points to finish sixth. Ohio's point total in 1950 was 43 which placed her third. Texas moved from ninth to fourth place, while Colorado made the greatest improvement moving from a tie for twenty-sixth in 1949 to fifth place this past year. New York slipped from second to sixth place, while Kansas moved into the "top ten" for the first time, taking seventh place. Washington, another newcomer to the "top ten," took over eighth place from Missouri which went without a score for the first time. Indiana, which had averaged 38 points per meet for the previous four years, dropped down to 15 points, enough for ninth place. Oklahoma is the third newcomer to the select circle, completing the ten.

### Pacific States Lead Again

The Pacific Coast states of California, Oregon and Washington compiled the best average as they have for the past two years. Their average of 36.6 points per state is, likewise, a record high, surpassing their mark of 35.1 for 1946. The East North Central states took over second place from the Middle Atlantic states with an average of 25.3 points. The West South Central states were next with 18.4 points as the average. The Middle Atlantic states followed with a 16.0 point average. Way behind came the Mountain states (4.5); West North Central states (2.4) and the New England states (2.2). None of the South Atlantic or East South Central states scored in 1950.

Over the five-year period the Pacific states have averaged 30.8 points per state. The averages for the other states are as follows: East North Central, 24.5; Middle Atlantic, 15.6; West South Central, 14.9; West North Central, 06.5; New England, 03.4; Mountain, 02.7; South Atlantic, 01.5 and East South Central, 00.7.

### State Records

In 1950, 48 state records were broken with California leading the parade, achieving five new marks. All totaled for the five-year period 197 new marks went on the books with Virginia leading the onslaught, setting six new records in 1948. Wisconsin in 1947 broke five marks as did New York and New Hampshire in 1949. Missouri and New Mexico set ten new marks over the five-year period, followed by California, Virginia and Wisconsin, each of which set nine new records. The following figures show the best time or distance for the five years, the state recording it and the year. In the parenthesis is the average time or distance for the five winners: 120-yard high hurdles — California 1950, 14.1 (14.34); 100-yard dash — Illinois 1950, 9.6 (9.78); mile — Iowa 1947, 4:21.8 (4:23.6); 880-yard relay — Iowa 1948, 1:27.6 (1:28.84); 440-yard run — Ohio 1948, 48.0 (48.76); 200-yard low hurdles — Texas 1948, 21.4 (21.95); 180-yard low hurdles — California 1950, 19.0 (not averaged); 880-yard run — California 1950, 1:53.9 (1:56.42); 220-yard dash — New York 1949, Texas 1950, 20.9 (21.3); pole vault — California 1949, 13'4½" (13'0½"); shot put — Texas 1949, 59'10" (57'4½"); high jump — Texas 1946, Ohio 1950, 6'5" (6'4-1/6");

*(Continued on page 57)*

| STATE | 120 High Hurdles | 100 Dash | Mile | 880 RELAY | 440 | 180 LOWS (a) | 880 | 220 DASH | POLE | SHOT | HIGH | DISCUS | BROAD | JAVELIN (b) | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALA. | 15.4 | 10.3 | 4:50.0 | 1:35.2 | 50.8 | 21.3 | 2:04.6 | 22.6 | 10-8 | 44-11½ | 5-7 | 125-3 | 20-11½ | | | |
| ARIZ. | 14.5 | 10.1 | 4:42.0 | 1:32.5 | 50.4 | 19.7 [3] | 1:59.2 [1] | 22.4 | 12-5 [1] | 50-6¾ | 6-1⅛ | 140-5 | 22-2½ | | 5 | (16) |
| ARK. | 15.4 | 10.3 | | 1:35.3 | 53.0 | 20.4 | 2:09.2 | 23.1 | 11-0⅜ | 48-9¾ | 5-9 | 144-7 | 20-4 | | | |
| CALIF. | ★ [1] | 9.9 1¾ | ★ | | | ★ | ★ | 21.3 [5] | | 56-5½ [5] | 6-2 [3] | 145-1¼ | ★ | | 94¾ | (1) |
| COLO. | ★14.4 [7] | 9.9 1¾ | 4:41.5 | 1:30.4 [6] | ★ 49.6 [4] | ★19.3 [8] | 2:01.0 | ★ 21.5 [1] | 12-0 | 51-¼ | 6-1¼ | 138-11 | 22-6¾ [4] | | 31¾ | (5) |
| CONN. | 19.2 | 10.0 | ★4:23.8 [8] | 1:34.4 | ★ 50.0 [1] | 21.8 | 2:04.6 | 22.0 | 10-9 | 47-6 | ★ 6-1 | 143-10 | 21-11 | ★185-9 | 9 | (12) |
| DEL. | No state | meet | | | | | | | | | | | | | | |
| FLA. | 15.1 | 10.0 | 4:42.0 | 1:32.1 | 52.5 | (c) 23.9 | ★2:02.4 | 22.6 | 12-0⅛ | 46-11¼ | 6-0 | ★147-1 | 21-7 | 179-¾ | | |
| GA. | 15.5 | 10.4 | 4:42.1 | 1:32.6 | 52.5 | (d) 23.9 | 2:05.9 | 23.2 | 11-4 | 47-3¾ | 5-10 | 148-3 | 20-2⅛ | 178-11½ | | |
| IDA. | 14.9 | 10.0 | 4:39.0 | 1:35.0 | 51.4 | 20.3 | 2:02.0 | ★ 21.7 | 11-5 | 46-8½ | 6-⅛ | 139-7½ | 21-3¼ | 162-4 | | |
| ILL. | 14.4 [7] | ★ [1] | 4:27.5 1½ | ★1:29.2 [8] | 50.1 | (d) 22.1 | 1:58.9 [4] | 21.1 [8] | ★13-0⅛ [8] | ★56-5½ [5] | 5-11½ | 157-¼ [2] | 21-10⅞ | | 53½ | (2) |
| IND. | 15.0 | 10.1 | 4:26.7 [6] | 1:30.7 [1] | 50.9 | (d) 22.4 | 1:59.0 [2] | 22.6 | 12-3 | 50-11½ | 6-1½ | | 22-11⅞ [6] | | 15 | (9) |
| IOWA | 15.0 | 10.3 | 4:37.6 | 1:32.3 | 50.9 | (c) 23.1 | 2:03.0 | 22.9 | 11-6 | 50-9⅛ | 5-8 | 145-4⅘ | 21-6⅛ | | | |
| KANS. | 15.2 | 10.2 | ★4:27.1 [4] | 1:31.8 | 50.7 | 20.3 | 1:59.6 | 21.3 [5] | 12-1 | 51-4⅛ | 6-¾ | ★158-¾ [8] | 22-1½ | 180-10 | 17 | (7) |
| KY. | 16.1 | 10.2 | 4:43.5 | 1:35.3 | 50.6 | (d) 23.4 | 2:06.1 | 22.3 | 10-6 | 49-2½ | 6-0 | 132-3 | 20-10¾ | | | |
| LA. | 14.8 | 9.9 | 4:42.0 | 1:32.2 | 50.3 | 19.9 [1] | 2:03.0 | 21.7 | 11-6 | 52-5 | 5-8 | 149-½ | 22-6 [2] | 198-11 | 3 | (17) |
| ME. | 15.2 | 10.5 | 4:38.0 | 1:37.0 | 53.8 | 20.9 | 2:03.4 | 23.6 | 10-10 | 49-9¼ | ★5-10½ | 140-3 | 21-2¼ | 167-4 | * | |
| MD. | | 10.0 | 4:44.9 | 1:36.0 | 53.4 | | 2:05.9 | 23.0 | | 43-2¼ | 5-9 | | 19-8 | | | |
| MASS. | ★15.5 | 10.2 | 4:41.2 | | 52.6 | (d) 23.9 | 2:02.3 | 22.4 | | 47-6 | 5-11 | | 21-6½ | | | |
| MICH. | 14.8 | 10.3 | 4:34.3 | 1:31.0 | 50.6 | ★ 20.2 | 2:00.6 | 22.6 | 12-1 | 50-10¾ | ★ 6-4 [8] | | 21-5¼ | | 8 | (14) |
| MINN. | 15.1 | 10.2 | 4:36.2 | 1:33.9 | 53.3 | (d) 23.4 | 2:00.8 | 23.1 | 12-0 | 52-8¾ | 5-10¼ | 151-9½ | 21-8½ | | | |
| MISS. | 15.7 | 10.3 | 4:46.0 | 1:35.2 | 52.0 | 23.9 | 2:05.0 | 23.9 | 10-10 | 44-1¾ | 5-8 | 130-0 | 20-2⅗ | | | |
| MO. | 15.2 | 10.1 | 4:36.6 | 1:31.8 | 50.2 * | (d) 22.6 | 2:00.5 | 22.6 | 12-2 | 51-10¼ | 5-11 | 145-½ | 21-9⅞ | | | |
| MONT. | 15.1 | 10.3 | 4:46.0 | 1:33.8 | 50.4 * | (d) 23.7 | 2:04.6 | 22.1 | 12-4½ | 50-11¾ | 5-10⅞ | 150-10½ | 20-5 | 172-7½ | | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NEBR. | 15.4 | 10.2 | 4:37.8 | 1:33.6 | 50.5 | ★ 20.8 | 2:00.8 | 22.3 | 11-8¾ | 50-4½ | 5-11⅞ | 147-½ | 22-1½ | | |
| NEV. | 15.5 | 10.1 | 4:46.4 | 1:31.0 | ★ 51.2 | 20.0 | 2:04.0 | ★21.8 | 11-0 | 47-10½ | 5-11 | 134-8½ | 21-5¾ | 157-2 | |
| N. H. | No state | meet | | | | | | | | | | | | | |
| N. J. | 14.9 | 10.0 | 4:27.5 1½ | | 50.5 | (c) 24.4 | ★1:54.7 8 | 22.0 | 11-6 | 52-9½ | 6-2 3 | 127-11 | 22-0 | 176-11 | 12½ (11) |
| N. MEX. | 15.7 | 10.5 | 4:32.6 | ★1:32.9 | 51.2 | ★ 20.2 | ★2:01.0 | 22.5 | 11-6¼ | 46-2⅞ | 5-11 | 141-6 | 20-6¼ | 169-8 | |
| N. Y. | | 9.9 1¾ | 4:30.8 | 1:35.4 | 49.4 7 | 19.5 6 | 1:59.9 | 21.4 2 | 11-10½ | [redacted] | 6-⅝ | 142-2 | 21-3 | | 26¾ (6) |
| N. C. | 15.6 | 10.2 | 4:39.0 | | 52.9 | (d) 26.6 | 2:03.5 | 23.1 | 11-0 | 50-5 | 5-9 | 139-8 | 19-10¼ | 160-0 | |
| N. D. | 16.1 | 10.3 | 4:39.7 | 1:37.8 | 54.4 | ★ 21.0 | 2:09.4 | 22.2 | 11-2 | 45-4 | 5-10 | 151-0 | 19-9½ | 148-11 | |
| OHIO | 14.6 3 | 10.1 | 4:32.5 | 1:30.5 4 | 50.5 | (c) 24.3 | 1:59.8 | 22.5 | 12-8 6 | 56-11¼ 8 | [redacted] | 157-4 4 | 23-2½ 8 | | 43 (3) |
| OKLA. | 15.0 | 10.2 | 4:36.0 | ★1:30.6 2 | 49.7 2 | ★ 19.7 3 | ★1:58.7 6 | 22.7 | 11-6 | 48-11¼ | 6-1⅞ 1 | 152-2 | 22-3½ | | 14 (10) |
| ORE. | ★14.8 | 10.1 | 4:30.2 | 1:31.8 | 51.4 | 22.4 | ★1:59.9 | 22.3 | 12-0 | 49-8 | 6-0 | 147-7½ | 21-6¼ | 196-4 | |
| PA. | 14.8 | 9.8 6 | 4:31.4 | 1:32.8 | 50.1 | (d) 23.0 | 2:00.9 | 21.8 | 11-11⅜ | 54-10 2 | 6-1¼ | 148-10 | 22-5¾ 1 | 182-7⅞ | 9 (12) |
| R. I. | No state | meet | | | | | | | | | | | | | |
| S. C. | 16.5 | 10.5 | 5:21.3 | 1:38.4 | 56.2 | (d) 24.7 | 2:13.1 | 23.5 | 9-6 | 41-4½ | 5-8¼ | 110-5½ | 19-9½ | 149-0 | |
| S. D. | 15.7 | 10.0 | 4:36.7 | 1:34.0 | 50.9 | 20.7 | 2:02.8 | 22.8 | 11-4 | 46-7½ | 5-10 | 138-6¾ | 20-10 | | |
| TENN. | 15.3 | 10.0 | 4:43.4 | 1:33.9 | 54.1 | 21.2 | 2:07.7 | 22.8 | 11-0 | 45-9½ | 5-9 | 132-0 | 20-9¾ | 158-8 | |
| TEXAS | 14.7 ½ | 9.7 8 | 4:35.9 | | 49.4 7 | (d) 22.0 | 1:59.4 | [redacted] | 12-1¼ | 53-1⅜ 1 | 6-2½ 6 | 157-10 6 | 22-3 | | 38½ (4) |
| UTAH | 15.0 | 10.0 | 4:46.7 | 1:31.0 | 53.0 | (d) 23.4 | 2:04.4 | 22.4 | 12-0 | 48-9½ | 6-1 | 134-3 | 21-11⅜ | 160-9½ | |
| VT. | 16.5 | 10.7 | 4:47.6 | | 54.5 | 21.7 | 2:08.4 | 24.0 | 10-8 | 43-½ | 5-9 | 148-3½ | 19-9½ | 148-3½ | |
| VA. | 15.2 | 10.3 | 4:43.8 | | 51.1 | 20.4 | 2:04.0 | 23.2 | 11-8 | ★52-8¾ | 6-0 | 142-½ | 21-4 | | |
| WASH. | ★14.7 ½ | 9.9 1¾ | 4:30.0 | 1:32.0 | 51.1 | (d) 22.7 | 2:01.6 | 21.6 | 12-6 3 | 51-6½ | 6-1 | [redacted] | 22-⅝ | 170-8½ | 15¼ (8) |
| W. VA. | 15.3 | 10.2 | 4:40.9 | | 52.1 | 20.0 | 2:09.5 | 23.0 | 10-9 | 48-6½ | ★ 6-¾ | 136-3 | 20-4½ | | |
| WISC. | 14.6 3 | 10.1 | 4:33.1 | 1:32.2 | 51.2 | (d) 22.7 | 2:01.0 | (e) 20.4 | 12-6 3 | 50-2⅜ | 6-0 | 154-8½ 1 | 21-9¾ | | 7 (15) |
| WYO. | 15.3 | 10.0 | 4:51.7 | 1:36.0 | 53.7 | 20.2 | 2:07.7 | 22.5 | 11-0 | 45-8 | 5-11 | 134-2 | 21-1 | | |

(a) Points awarded on 180 yard low hurdles.
(b) No points awarded for javelin as less than half the states have this event.
(c) Run the 220 yard low hurdles.
(d) Run the 200 yard low hurdles.
(e) Wisconsin runs the 200 yard dash.

The ATHLETIC JOURNAL

*Nationwide Amateur Athletics*

Vol. XXXI JANUARY, 1951 No. 5

*Published by*

THE ATHLETIC JOURNAL PUBLISHING CO.
6858 Glenwood Avenue
Chicago 26, Illinois

MAJOR JOHN L. GRIFFITH *Founder*
JOHN L. GRIFFITH *Publisher*

## Comments On Television

THOSE interested in the television problem will find the following comments taken from recent newspapers interesting:

Arch Ward in the **Chicago Tribune** of November 8 says, "Only three or four universities, with Notre Dame the most notable example, believe video has helped their situation. Others claim it's the old story of the strong growing stronger and the weak growing weaker. Smaller colleges particularly can't survive the competition of Saturday afternoon television from larger schools. Some are able to shift their games to Friday or Saturday nights, but in many communities they then conflict with high school contests. State universities are under pressure from taxpayers to televise their games in the interest of public welfare. Unlike other departments, the athletic organization in most schools must finance its program. Wonder if the taxpayers would be willing to chip in and help the university offset the loss of revenue, almost certain to result if fans watch games in the comfort of their living rooms?" Again, on November 17 Arch Ward says, "Normal gate sales at Michigan for games not sold out in advance is about 12,000. This year it has been less than 1,000 which athletic officials attribute to the live television of other college games."

On November 7 an **Associated Press** story carried the comments of Jack Coffey, graduate manager of athletics at Fordham University. Coffey said, "If television of football games continues only teams like Notre Dame, Michigan, Pennsylvania, Army and other name outfits will be playing. Maybe television is helpful, but how many of us will live through it to see the good it will do?"

Zander Hollander, writing in the **New York World-Telegram and Sun** for November 14 says, "A survey of the metropolitan area disclosed today that with rare exception crowds have been dwindling at such an alarming pace, school officials are wondering where their next football is coming from, let alone the bucks to meet even the costs of the officials. Howie Smith of Mount St. Michael, also minus normal customer flow thinks Saturday television may possibly be blamed for Sunday sinkings. 'Why not?' asks Howie, 'The fans see top video games Saturday and are spoiled for the scholastic games Sunday. They don't bother to come out no matter how good the football. Proposals for resolution of the enigma are basically the same as many advanced by the collegians. 'The answer is to stop live telecasting,' declares Montclair's Clary Anderson, whose school actually is among the lightest hit. 'Let them put the best games on film and show them during the week'."

A press release from the University of Oklahoma quotes President, George Gross as saying, "I have approved the recommendation of the Athletic Department that our games (basketball) will not be televised." The release went on to state, "Last season Oklahoma permitted television and had its poorest seasonal attendance since the war. When a number of spectators told the business office this year that they wouldn't buy season tickets if the games were going to be televised the ban followed."

Arch Ward in the **Chicago Tribune** of November 6 says, "Yale University which is enjoying its most successful season since 1946 on the field is running more than 25 per cent behind at the box office." Bob Hall, star quarterback of the Elis twenty years ago, who came back this year to serve as a director of the athletic board, attributes the slump almost entirely to television. Hall didn't want to accept the television bid, but was afraid to refuse because of the competition Yale was sure to encounter from Notre Dame. There is a heavy Notre Dame following in the vicinity of New Haven and if Yale had not used the facilities of the only video station in town, the network would have carried Notre Dame's home games."

In the **Sporting News** for November 15 Art Decatur, President of the Georgia-Alabama League is quoted as saying, "If Atlanta continues to televise its games in 1951, I do not see how our league can operate. If the league is to operate and if Atlanta continues television of its games, we will have to find replacement clubs outside of the Atlanta TV range."

An Associated Press dispatch of December 20

*(Continued on page 63)*

# the Spirit of Big League Baseball

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# SPALDING

# Class Boxing

By EUGENE W. NIXON

*Pomona College, Claremont, Calif.*

EUGENE NIXON retired this past year after having been connected with Pomona College for thirty years. During that time he taught physical education and served as athletic director, boxing and golf coach. His views relative to class instruction in boxing make for interesting reading.

FOR the past thirty years a semester course in self-defense has been one of the few specific requirements in our four-year program of physical education for men at Pomona College. To meet this requirement we offer a choice of boxing, wrestling or fencing. The vast majority of men have taken either boxing or wrestling. This course comes in the second semester of the freshman year.

### Why We Include Boxing In the Curriculum

That boxing is good physical training is a statement which needs no elaboration. The emphasis on speed, balance, co-ordination of action, endurance and relaxation is apparent to all. The ability acquired to defend oneself against possible physical assault is of significant potential value. The man without any knowledge of fighting falls an easy victim to a stronger aggressor, or to one with a knowledge of the fundamentals of boxing. On the other hand, a man who has had even a semester of boxing has a much better chance of warding off an unexpected assailant, or of escaping the encounter without serious injury.

Above and beyond these apparent values we believe that boxing, properly conducted, helps to develop important qualities of personality and character. These are essentially poise, confidence, sportsmanship and the ability either to "dish it out" or to "take it" in good spirit.

A great number of men and boys go through life with a secret fear in their hearts that they may some day be confronted with the necessity of defending themselves, or someone else, against physical attack. They fear that in such a crisis they will be helpless to play the part of a man, and thus may be subjected to a bad physical mangling. This feeling of inferiority often leads men to engage in physical combat, because of the fear that if they evade the conflict they will always feel yellow. On the other hand, the boxer walks among his fellow men with poise and confidence. He can shrug off most insults or threats. He knows he is not yellow — he has fought it out too many times for that. He is aware of the futility of fights, and the needless troubles that may come to all concerned in them.

The real laboratory for developing sportsmanship is found in sports where there is a constant temptation to be unfair, dirty or brutal. The real training comes from being subjected to the temptation, but learning not to succumb to it. Boxing trains men to be scrupulous in observing the rules, to avoid possible injury to the inferior opponent, to take no unfair advantage, to appreciate the ability of the opponent, no matter how painful his punches may be, and to keep his temper at all times.

The remainder of this article will be devoted to setting forth the principles under which we conduct boxing for beginners, with some explanation of how we undertake to put these principles into effect.

### Inspire the Students With Confidence

Unfortunately any unselected group of college freshmen will contain a considerable number who have never engaged in any personal contact sport. Many have had little training of any kind in sports. These physically inefficient men will not generally be lacking in native courage, but as they go to their first class in boxing many of them will say to themselves, "I suppose I'll be beaten to a pulp by someone and I won't like it."

The instructor must, at the first class meeting, dissipate this theory. He should announce, "We are here to learn the fundamentals of boxing — not to fight anybody. We will not permit one student to injure another deliberately during this learning process. It is the business of each one to learn and to help his sparring partner learn. A man does not have to show his courage or fighting qualities, in this college everybody is assumed to have courage. Nobody is considered yellow here until he proves it. Later in the course each student will have a chance to demonstrate his courage in bouts."

Such an announcement will give the student confidence that he is to have a fair chance to learn to box. The intelligence and perseverance of the instructor in his teaching will determine the degree of confidence he will inspire with respect to the worth of the course.

### Emphasize Safety At All Times

A broken nose is a painful and disabling injury which costs from $100 up to repair. Chipped teeth are deplorable, cut lips and eyebrows disable the man for boxing for some time, knockouts are very dangerous since they may be accompanied by brain hemorrhage or basal fracture, and a fall on a hard floor is particularly dangerous. Headgear is a nuisance and does nothing actually to prevent head and neck injuries. Fourteen-ounce gloves make blocking easier, but they are more dangerous than six-ounce gloves because of the added weight of the blow when they land. Padding in gloves packs down eventually until the glove becomes a lethal weapon. Boys intent on their boxing tend to drive the opponent into collision with other boxers, to the hazard of life and limb. Equipment scattered about the floor greatly increases danger of injury. No man is competent to instruct beginners unless he is aware of these hazards and constantly guards against them.

A particular menace to the safety of the rest of the class is the exuberant youngster obsessed by the impulse to swing wildly at anybody or anything in sight the minute he dons his first pair of gloves. This boy must be controlled immediately and in no uncertain terms. If he is not controlled he will either injure a classmate or eventually some exasperated opponent will knock him out.

It is unfortunate that we have to teach boxers to pull their punches, but with present-day equipment it is necessary to do so. Incidentally, pull-

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ing a punch consists of putting the brakes on the hitting muscles as the blow lands, instead of hitting through, as one would do in attempting a knockout.

It is important that the beginner be required either to wear a rubber mouthpiece, or keep his mouth shut while boxing. Talking or laughing should not be permitted while boxing. The man hit on the point of the chin with his mouth open is much more likely to suffer a broken or dislocated jaw, chipped teeth or a positive knockout than is the man who has his teeth together.

### Teach Sound Fundamentals

Here are some of the faults the beginner will probably practice unless he is corrected constantly: *Feet too far apart, walking a tight rope,* one foot directly behind the other. *Crossing the legs when moving sidewards, keeping the chin above the level of the left shoulder. Cross blocking with the right hand,* thus laying himself open for a left hook. *Rolling off balance to avoid a blow. Rolling the head away from a right, instead of rolling the shoulder,* thus exposing the chin. *Ducking with the head down,* thus losing sight of the opponent, instead of ducking at the knees and pulling the neck in *like a turtle. Rolling too far,* thus exposing the back of the neck. *Swinging right-hand blows,* instead of keeping them straight. *Rolling into a blow* instead of away from it. *Facing the opponent* instead of turning the left side to him. *Failing to keep the elbows close to the sides,* thus making it difficult either to hit a straight blow, or to protect the stomach. *Carrying the hands too low,* making both hitting and defense difficult. *Starting blows with the glove,* rather than with the foot. All good right-hand blows come from the right foot, through the hip and shoulder, as do all good straight lefts. All good left hooks travel from the left foot through the left hip and shoulder.

*Failure to follow through with the right hip and leg on right-hand blows,* thus getting little reach. *Following through too far on right-hand blows* so that the right foot is in advance of the left. This is wrong. *Failure to follow up a right-hand blow with a straight left or a left hook,* to help get back into a boxing position. *Trying to block and counter at the same time* — this cannot be done, since the ambitious counter-puncher blocks off himself as well as the opponent. *Dropping the right glove to protect the body,* thereby becoming a subject for a left hook to the head. *Starting blows with the elbows back of the body* — when not in the act of hitting, the good boxer keeps his arms close to his sides. He never lets his elbows get back of his body, mainly because a blow from this position has to travel so far it is easy to block or avoid. *Backing off after landing a counter blow* — the only safe maneuver after landing a counter blow is to stay in and pitch-clinch if the going gets unduly rough. If a boxer backs away he invites punishment from the opponent, and loses the advantage of the blow. *Blocking too far away* — the boxer who reaches out to block blows not only blocks many which would not reach him, but he lays himself open to feints followed by blows to the unprotected places. No boy should be allowed to engage in bouts until he overcomes this fault, the danger is too great. *Blinking,* shutting the eyes as a blow comes. This is an instinctive reaction overcome only by conscious effort and long practice.

*Crouching* by tall men — tall men should stand straight and take advantage of the reach. *Moving to the left against a man with a dangerous right-hand blow* and *moving to the right against a man with a dangerous left hook* — this fault is a form of suicide. *Failure to keep the chin tucked in during infighting* — the opponent may reach up at any moment and land a short hook to the chin and this will end the argument. *Looking down at the opponent instead of looking up from under the eyebrows* — obviously this raises the chin and invites a knockout. *Leaving room between right and left-hand blows for the opponent to walk through* — in the "one two" or the "one, two, three" which is better, the blows should travel through the same area so that the opponent cannot come through between them. *Coming out of a clinch with the chin in the air* — boxers are supposed to break clean, but occasionally a confused boxer lets one fly as he breaks. The careless boxer who receipts for one of these wild blows may win the bout on a foul, but this is a hard way to win.

The tendency to haul off before striking a blow seems to be as natural and instinctive in boxing as it is in chopping wood or driving a post with a sledge hammer. The difference is that the post or the block of wood cannot dodge or hit back as can and will the human opponent. No human being who is reasonably alert will ever be hit by a blow which is preceded by a wind-up. It would even be difficult to hit a blind man with one of these round-house blows, somebody in the crowd would call out a warning in time for the blind man to dodge.

We demonstrate the futility of telegraphing by having one boxer hold out a glove and having another try to hit the glove before it may be moved. This may be done with ease from a distance of fifteen inches to two feet. Any false motion makes the effort ridiculous. This is a good lesson in telegraphing. In order to overcome the tendency to telegraph we advise the boxer to keep his shoulders in motion, and to hit off the shoulder motion without further movements. Some beginners will get the idea quickly, others will have to receipt for a lot of counter-punches before they learn the lesson.

### Progress From Defense to Offense

This principle is in the interest of safety. Many a boy has rebelled against boxing after being hit in the face with a hard blow before he had learned to put up his hands, thereby often showing more good sense than cowardice. After a reasonable amount of drill on the boxing position and footwork we procede to teach the various blows, emphasizing how to block each of them.

There are actually few blows in boxing. They are: *the right cross,* delivered straight-away and slightly over-hand and over the extended left arm of the opponent; *the inside right,* delivered to the head inside the opponent's left jab, lead or hook; *the right to the body,* delivered below the left arm of the opponent; *the right to the head* in the "one two." With the left hand we have only the jab to the head or body and the left hook to head or body. There is also the uppercut with either hand.

We teach students to block all right-hand blows to the head with the left shoulder, and all rights to the body with the left arm. Attempts to block right-hand blows with the right glove leaves the boxer wide open to the murderous left hook. The left hand should never be used for blocking except in an emergency.

Boxers are taught to catch a left jab like a baseball, in the open right glove, and close to the face. We do not teach them to parry jabs, because parrying makes the beginner a subject for feints. They are taught to parry a swinging left with the right arm, and in the same motion to hit the right glove into the opponent's face. We teach the standard block for

*(Continued on page 57)*

# Basketball Practice Tips

By BERNARD ERDMAN
*Lisbon, Iowa, High School*

EVERY coach conducts his basketball practices differently. This is to be expected. It is not the purpose of this article to endeavor to set up a so-called "standard" type of practice. Rather, its purpose is to point out certain things that coaches can do to make for more efficient and instructional practices.

We endeaver to make our practices conform to game conditions as much as possible. As the boys practice so will they play.

The following points have been of definite help to us. Some of them are things that can easily be overlooked.

1. *Daily plan.* We have found that by planning what we are going to do and giving a certain amount of time to each thing to be covered in a practice, we can accomplish a great deal in less time and do so more efficiently. This plan is followed as closely as possible. A plan of this type is especially important if a coach's practice time is limited.

2. *Clean floor.* The basketball floor and surrounding area should be gone over with a dust mop by the student manager just before practice begins. A thick layer of dust can accumulate on a basketball floor very quickly. Removal of this dust is especially important for several reasons. On a slippery floor, more falls are likely to occur, with a good possibility of floor burns. A slippery floor will affect the timing and co-ordination of the players. Finally, the possibility of infection is increased, both from the standpoint of injuries and colds.

3. *Maximum activity in drills.* We never allow any loafing during drills. In going from one line to another or in coming back to a line, we require the players to run, not walk. If the boys loaf in practice they will be likely to do so in a game. We constantly remind the boys that what they do in practice will show up during a game.

4. *Out-of-bounds conscious.* In a game last season we were penalized something like eight times for stepping out-of-bounds and this contributed in no small way to our subsequent loss of the game.

That number of out-of-bounds infractions called for correction. We decided to watch the boys closely in practice during the following week to see if we could discover the reason, and we did. We noticed during their warm-up that they were shooting occasionally from out-of-bounds or on the line. Later in the practice we noticed the same thing in drills. For instance, on a fast-break drill the full length of the floor, the boys who were cutting down the sides would veer out of the playing court before cutting in toward the basket. That was the answer to the problem.

Since then we have made it a point to see that every boy on the squad stays within the playing court at all times. We believe also that the size of the playing floor contributes to some extent to this out-of-bounds situation.

Many of our opponents have smaller floors than ours. To compensate for this, in practice for such a game we make the restraining line the out-of-bounds line. We believe this has also helped to keep our boys in bounds.

BERNARD ERDMAN did his undergraduate and graduate study at the University of Iowa. This is Mr. Erdman's fifth year as athletic director and basketball coach at Lisbon High School. During that time he has guided the school to three sectional, one county and one conference championship.

5. *Fouling.* Another problem we have encountered is excessive fouling. This was due largely to our being lax in watching the fouling in scrimmages. Immediate steps were taken to correct this situation. The boys were cautioned about fouling in practice. In scrimmages, at the end of the floor when a referee wasn't used, we watched as closely for fouls as for anything else. When a foul was committed, play was stopped. The foul was pointed out to the player and he was told how he could have avoided it.

When we scrimmaged the full length of the floor we used referees. Either a member of the squad or teaching staff was used. Two were used whenever possible. I do not believe in the coach trying to referee and coach at the same time—one or the other or both will suffer. Fouls were called and the offended player was given the free throw or throws. In other words, we conformed to game conditions as closely as possible. From that point on the number of fouls committed in a game dropped very noticeably.

6. *Drill time.* We have found we can get better results by running our drills for short periods of time. This prevents them from becoming tiresome and monotonous and thereby holds the interest of the players. Interest, of course, is essential if maximum learning is to be achieved.

7. *Wearing of jewelry.* We do not allow any player to wear a ring, bracelet, or anything of that sort during practice or in a game. The wearing of these things can cause injury to the wearer as well as to another player.

8. *Balls in proper condition.* We try to clean our practice balls every week. This removes the dirt and provides a tackiness on the surface which enables the boys to handle the ball better. This is important in developing better passing and ball-handling.

9. *Practice 100 per cent of the time.* We impress upon our players the importance of making every move count. For instance, in warm-up shooting we tell the boys when they return the ball to a teammate after completing a turn at shooting to make a good pass. In other words, we want our boys to take advantage of every opportunity to improve their fundamentals.

Our practices are planned so as to keep everybody active a maximum amount of the practice period. The only time the entire squad isn't active is when we have scrimmage the full length of the floor, or when we scrimmage at one end and want those not participating to observe.

10. *No horseplay.* We don't expect the boys to be little wooden soldiers on the basketball floor during practices. They are, however, expected to conduct themselves properly. This means that horseplay is eliminated. Under this heading we place such things as whistling, yelling, and loud talking. We do not allow gum chewing.

11. *Proper dress.* We consider proper dress to be a uniform composed of clean trunks and shirt. The players are not allowed to practice without shirts. When we scrimmage, different colored practice jerseys are provided. This, we feel, helps to make our practices conform to game conditions.

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# Inside Baseball Practice

By JOSEPH R. COOPER
*Baseball Coach, Marshall, Michigan, High School*

A VERY intensive inside baseball program has been developed at Marshall High School and we believe this is essential to a successful high school baseball season. This procedure is very helpful in overcoming high school baseball's two great obstacles — bad weather and the short practice period between basketball and baseball.

The middle of February marks the first call for our pitchers and catchers. These candidates report for semi-weekly sessions and begin the long task of preparing themselves physically and mentally for the coming schedule. Emphasis is placed on running and throwing in these sessions, and we attempt to have the "chucker" prepared to pitch a game when outdoor sessions begin.

Several special drills for pitchers are utilized. The first emphasis skill is covering first base. Diagram 1 shows the pitcher, X, in one line in the approximate position of the mound. The coach, C, assumes the first baseman's fielding position and the drill begins. On a given signal, the pitcher breaks toward first as if a ball was being hit to that side of the infield. The pitcher continues to the base and the coach throws the ball to him, the pitcher then tags base. In this drill we stress the following points: 1. The pitcher should break toward first on any ball hit to the right side of the infield. 2. Then he should get in position to run parallel to the base on the approach. 3. He should then tag base and continue running a few steps beyond the base to avoid collision.

**JOSEPH R. COOPER played varsity baseball at Western Michigan College for three years before starting coaching at Marshall. Last year his team won 14 without any losses. This record brought him the league championship as well as that of the Battle Creek Invitational Tournament. Last year Mr. Cooper authored an article for us on "The Batting Tee."**

In Diagram 2, we have the pitcher practice fielding bunts. The pitcher, X, throws to the catcher, X1, the catcher then throws the ball in all possible bunting directions and the pitcher is expected to field the ball properly.

In all these drills and workouts that the pitcher takes, we attempt to develop proper pitching form in his delivery, proper follow-through, and above all, good control. Very few "stuff" pitches are thrown and a great deal of running is encouraged. We work on the theory that a pitcher's arm and legs must get into shape congruently.

One week following the conclusion of basketball, all candidates for the squad report. Practices are divided between workouts in the gymnasium and classroom "chalk talks."

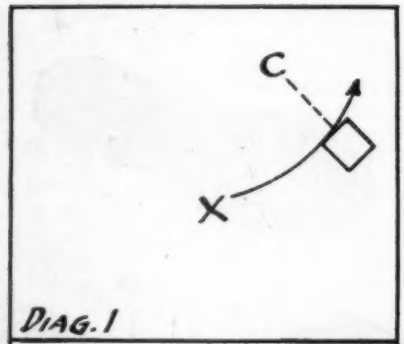
In the gymnasium, during each practice, we attempt to do three things; work on throwing, work on fielding, and work on the batting tee.

After about fifteen minutes of throwing, we usually begin our infield practice and all squad members must participate. Diagram 3 shows this drill. The players, X, form a single line at one end of the gymnasium and the coach, C, and a first baseman, X1, take their places at the opposite end. Each player is hit a ground ball; the boy fields the ball, throws to the first baseman and runs to the end of the area. Team spirit and competition for excellence are brought out here.

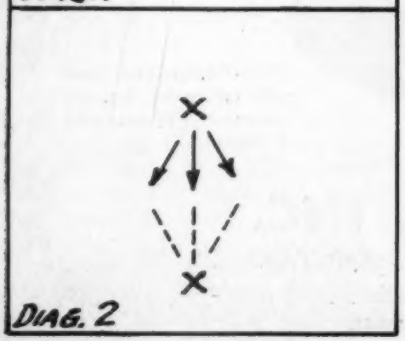
While this drill is being carried out, pairs of teammates are using the batting tee at the side of the gymnasium. Each squad member works on this apparatus daily according to instructions (*Athletic Journal* March 1950). These boys attempt to help each other's hitting with another drill, one boy imitates a pitcher with a ball and fakes a delivery to the other boy who has assumed his hitting stance. The pitcher calls the direction of the pitches, high, low, outside, etc., and the boys criticize each other.

Pitching, catching, bunting and

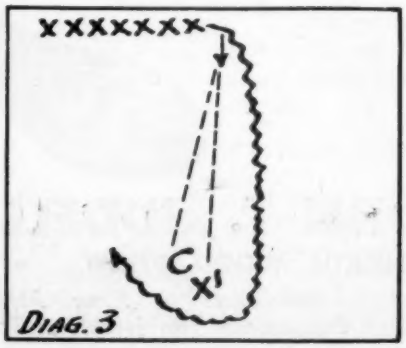
*(Continued on page 52)*



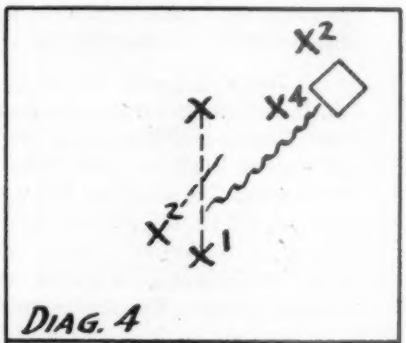
DIAG. 1



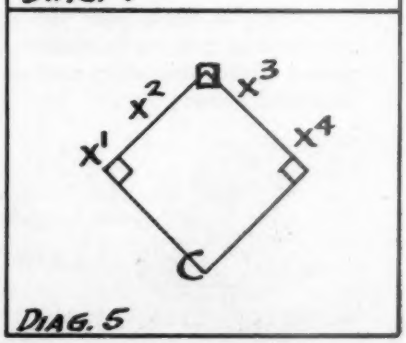
DIAG. 2



DIAG. 3



DIAG. 4



DIAG. 5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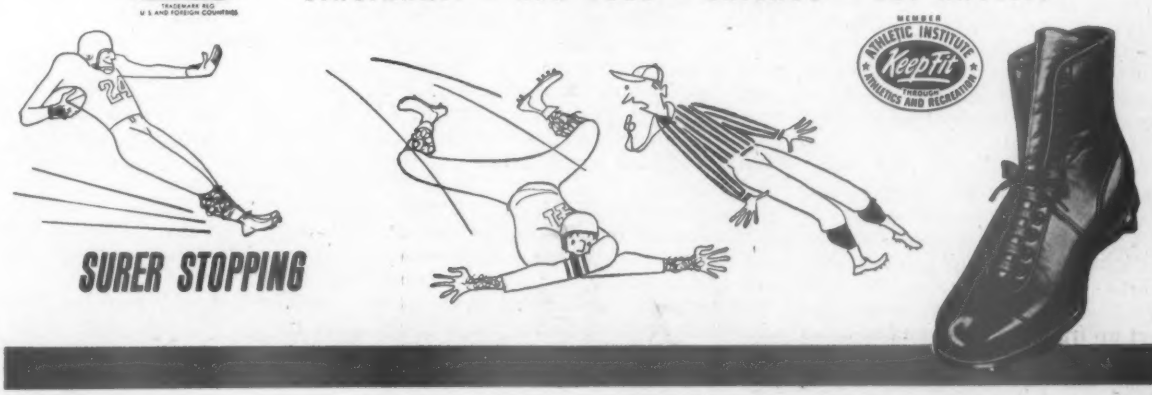

Table I
ANALYSIS OF TIME CONSUMED IN HELD BALL SITUATIONS
HELD BALL

| Game No. | Number of Situations Per Game | Total Time Consumed Per Game | Average Time Each Situation Per Game |
|---|---|---|---|
| 1 | 16 | 2:44.5 | :10.28 |
| 2 | 3 | :23.5 | :07.83 |
| 3 | 8 | 1:02.0 | :07.75 |
| 4 | 7 | :54.5 | :07.78 |
| 5 | 16 | 2:17.2 | :08.57 |
| 6 | 10 | 1:07.0 | :06.70 |
| 7 | 3 | :31.4 | :10.46 |
| 8 | 12 | 1:53.0 | :09.41 |
| Total | 75 | 10:53.1 | :68.78 |
| Average | 9.37 | 1:21.6 | :08.59 |

*THE Rules Change.* A 1948-49 basketball rules change made it mandatory that the ball be put in play by a jump ball at the center of the restraining circle nearest the spot from where a held ball was declared between two opponents and from where the ball, before going out of bounds, was last touched by two opponents. However, in either of these two situations the game clock continues to run, unless time-out is signaled by an official, or unless the situation occurs during the last two minutes of either the second half or of each extra period, where the rules state that the clock shall be stopped on each dead ball.

*The Problem Causing This Study.* Selecting two opposing players and moving to the nearest restraining circle is not always as simple as the instructions seem to imply. Very often an official has to retrieve the ball, allow time for the players involved to get up from the floor, and at times make one or more poor tosses while putting the ball in play. The time consumed during these actions is deducted from the playing time, since the clock is allowed to run. In the opinion of this writer the above rules change injects the personal reactions of officials into the game and thereby adds to the subjective element of the game.

*The Purpose of This Study.* 1. To note the amount of playing time that may be consumed while putting the ball in play from held ball, where time-out is not signaled, before the last two minutes of the second half and of each extra period. 2. To point out to officials the necessity for promptness in this game situation. 3. To discourage the tendency among certain officials to call held ball unnecessarily.

*Definition of Held Ball.* A held-ball situation results from any action on the part of players which causes the ball to be put in play by a jump ball between two opponents at the nearest restraining circle, except jump balls which have always been taken to midcourt circle.

*The Procedures Used In This Study.* A stop-watch was started when an official signaled a held ball and allowed to run until the ball had left his hands in the toss between two opponents, which finally put the ball back into play. The time consumed and the instances of held ball were then recorded. This procedure was followed in each contest up to the last two minutes of the second half and of each extra period, whenever a held ball was declared by an official and no time-out signaled.

*Explanation of Table I.* The data in Table I shows that there was an average time of 8.59 seconds consumed each time that the ball was put in play from a held ball. It should be remembered this time was deducted from the actual playing time, since on none of these occasions was time-out declared; that games Nos. 1 and 7 showed average times exceeding 10 seconds; and that the minimum average, in game No. 6, was 6.70 seconds.

# Why Not Time Out for Held Ball?

By THOMAS VERDELL

*Professor of Physical Education*

*Virginia State College*

Table II
FREQUENCY DISTRIBUTION OF HELD BALL SITUATIONS ACCORDING TO GAMES AND OFFICIALS

| Game No. | Held Ball Situations Per Game | Individual Officials | | | | | Officials Grouped |
|---|---|---|---|---|---|---|---|
| 1 | 16 | Q | | | Y | | QY |
| 5 | 16 | Q | X | | | | QX |
| 8 | 12 | | X | | | Z | XZ |
| 6 | 10 | | | | Y | Z | YZ |
| | | 9:37 Ave. Held Ball | | | | | |
| 3 | 8 | Q | | | | Z | QZ |
| 4 | 7 | Q | | | | Z | QZ |
| 2 | 3 | | X | | | Z | XZ |
| 7 | 3 | Q | | | Y | | QY |
| Total | 75 | 50 | 21 | | 29 | 40 | 75 |

Table III
DISTRIBUTION OF HELD BALL SITUATIONS BY GAMES IN RELATION TO POINT DIFFERENCES BETWEEN WINNERS AND LOSERS

| Game No. | 1 | 5 | 8 | 6 | 3 | 4 | 2 | 7 |
|---|---|---|---|---|---|---|---|---|
| Held Balls Per Game | 16 | 16 | 12 | 10 | 8 | 7 | 3 | 3 |
| Point Difference | 3 | 3 | 8 | 32 | 23 | 31 | 9 | 7 |

The time consumed by held-ball situations becomes more significant for any particular game when the number of held-ball situations is considered. In game No. 7 held ball was declared but three times; yet there was a total time of 31.4 seconds consumed by these three situations, an average time of 10.46 seconds per situation. In game No. 1, however, held ball was declared 16 times, consuming a total time of 2:44.5 and an average of 10.28 seconds, an average less than that for game No. 7. This comparison would tend to indicate that certain officials cause more delay than others while getting the ball

*(Continued on page 46)*


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# Training the Prospective Record Breaker

By HAROLD O'CONNOR
*Track Coach, Concord, Massachusetts, High School*

MOST high school coaches are so busy trying to build mediocre runners into point-scorers that the advent of a real star is likely to throw them off balance for a short time. We become so accustomed to mapping out work schedules for average performers that we may easily set our sights too low for the rare find, a potential national champion. This is even likelier if coaching is done in one of the smaller high schools of the country. We should remember the Lord follows no rule that all great runners must come from large schools. When we find ourselves blessed with a prospective champion we owe him the coaching that will bring him his title.

Val Muscato, the present Notre Dame track captain, presented such a challenge to me when I took over the track coaching at Concord High School during his senior year. He was at that time a good quarter-miler and, in my estimation, a terrific prospect in the 600-yards indoors. We had not been working with him more than three weeks in the late fall when we became convinced that he was more than a likely state champion; we saw in him a possible national champion. He proved us right by winning the National Indoor 440 in Madison Square Garden but did better than that in the 600. His time of 1:13.8 is, according to all experts, the world's interscholastic record for the 600-yards.

The purpose of this article is to present some of the training factors which we believe led to his success. Val is a rugged, driving type of runner, with good 220 speed and a tremendous kick in the final stages of his race. Even in high school he was built along the lines of George Guida. It was that powerful upper body and the lack of really outstanding early speed that led us to picture him more as a half-miler than as a 440 man. Although he did win the national title in the quarter, we were convinced that he would do his best at the 600 and the 880.

Val was a halfback on the Concord football team when I arrived at school so that prevented getting him into cross country work. If he had not been playing football we would have had him working out with the cross country team. However, as soon as the football season ended he began doing distance work. For the first couple of weeks he did no speed work. On the other hand, he did no real jogging except during his warm-up. We haven't much use for jogging as part of a regular work schedule. Even during the early stages of his preparation he did plenty of easy striding. We had no board track so much of his conditioning had to be done through wind sprints. These began as soon as we felt his legs were in shape for hard work.

Since we felt his principal weakness was in starting we worked on improving his speed off the mark almost every day. Until he began to get away to our satisfaction we included from eight to twelve starts as part of each day's work. Much of this work was done on the gymnasium floor with the coach standing 15 yards away and clocking him for that distance. How well this paid off was pretty evident in Madison Square Garden when he took the lead from the gun in the finals and stayed in front all the way to the tape. The only races Val lost in high school were to a terrifically fast starter, Irving Howe, now track captain at Boston College. In New York Val beat Howe off the mark and that told the story of the race.

**IT isn't often you find a track coach with 100 dual meet victories to his credit, but through twenty years of coaching in Massachusetts and Rhode Island high schools, W. Harold O'Connor has compiled this enviable record. His report on the high school training program of Val Muscato, Notre Dame track captain, will prove highly informative and beneficial to track coaches.**

Because we were thinking in terms of the 600-indoors, we set up a work schedule that predominated in 220's and 300's. Val always had tremendous stamina and for that reason we felt he should not do much work over a half-mile. We are convinced the pace for the mile and even for the three-quarters is so different from the 440 and 600 that such work has little benefit for the 440 man. It is our belief that there are runners who need a fairly large number of distance workouts but we cannot see this for runners of Val's type.

During the Christmas holidays Val deliberately sought a job that called for plenty of walking. We got the idea from Gil Dodds who used to work out with Val occasionally at the Boston College track. This work period, in which he covered from eight to twelve miles daily as a mail-carrier, was counted on to provide the endurance background.

Our pace work for the 600 was always carefully planned. We think most high school runners need to know their times more in a 600-yard race than at the 440 distance. While we would point definitely toward a given quarter in the race, the race was broken down into smaller sections.

The first real test for Val came in the Northeastern Interscholastic Meet in the Boston Garden about the third Saturday in January. He was shooting at a long-standing mark of 1:16.6. The Garden track runs 11 laps to the mile, therefore, the race was planned by laps. We had repeated and repeated the pace necessary for the first two laps plus. Val was aiming for 14 seconds in his opening 120 yards as the race was for three laps plus that distance. His next lap was to be 21 seconds, the third at 21 seconds and the final lap with whatever kick he could muster. He was .5 of a second off in his third lap, but well in front, out of trouble, and he kicked without meeting a challenge. The winning time was 1:16.4, a new state record.

Feeling the 14-second opening stretch was about the best we could expect on the Garden track and with the state meet only two weeks away, we worked hard on building up Val's greatest asset, his closing kick. We concentrated on workouts of around 500 yards and planned to finish every one of these with a powerful lift. No settling in the middle part of the race was allowed to permit a chance to gather and go. We were thinking in terms of the stop-watch so while such a procedure might look good it would not be possible to settle before his kick in the attempt to break the existing Junior A.A.U. record of 1:15.1 held by Johnny Quigley, the recent Manhattan great.

*(Continued on page 53)*

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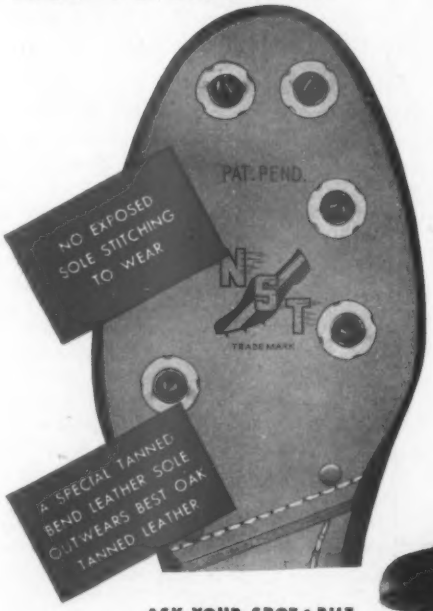


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# The Pressing Zone In Junior High School

By LARRY SALTIS

*Basketball Coach, Junior High School, Stow, Ohio*

DURING the last few years defense in basketball seems to have been forgotten, if scores of many games are any criteria. Scores in the 40's are commonplace, with many game scores soaring to the 50's and 60's. At Stow Junior High School defense is stressed to a great degree and we are proud of our defensive system which has held fifty opponents to an average of less than 20 points per game in the last three years of interscholastic competition. Our defense is known locally as a pressing zone although technically it may be called a combination zone and man-to-man.

Basketball practice starts a few days after the football season ends and continues for about four weeks before the first game is played. Preseason practice is divided almost equally between the zone defense, together with all possible offensive situations used against it, and the fundamentals of dribbling, passing, shooting, pivoting, foul-shooting, etc. No particular offensive plays are given to the players for it has always been our contention that if junior high school boys learn the fundamentals mentioned above, they will work the ball into scoring position and consequently score field goals. This theory has paid off handsomely, for while holding opponents to 20 points per game, Stow has averaged about 41 points per game.

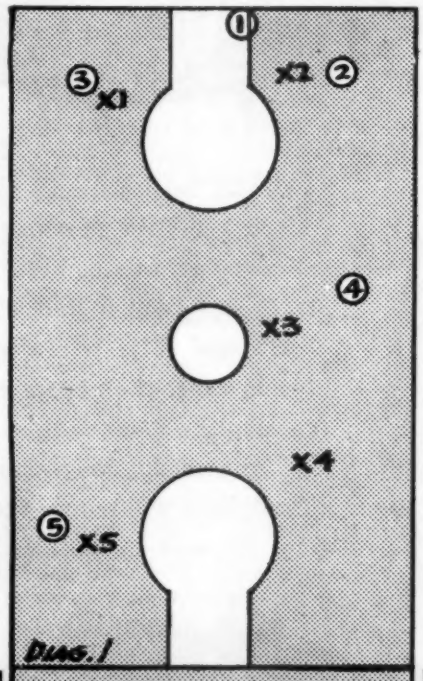
Getting back to defense—the opponents are checked very closely in their back court. In fact, our defense is practically a man-to-man until the opponents cross the ten-second line. It is possible to rattle junior high opponents with this close checking, especially during the early stages of the game and to intercept passes which result in quick two-pointers. We recall one game in which Stow intercepted four passes to ring up eight points before the game was one minute old. Much practice is devoted to close-checking in the opponents' back court and this phase of defense is assigned to the best ball hawks on the team—fast, aggressive boys, who are good dribblers and good "bunny" shots. They should be in excellent condition, seemingly tireless, and outstanding competitors.

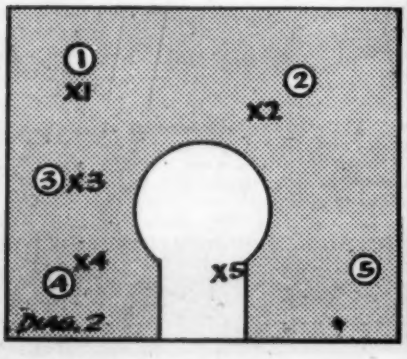
Diagram 1 shows the usual set-up when the opponents have the ball out of bounds under the basket. 02 and 03 are the usual pass receivers and they are checked very closely by X1 and X2. If 02 and 03 are closely checked, then 04 is the logical receiver. X3 checks 04 rather loosely and tries to lure 01 to try a long pass to 04, then charges up for an interception. It will be noticed that 01 is not checked at all. However, should he pass successfully to 02 or 03, then X3 checks him while X4 now comes up to check 04, while X5 checks 05. This close checking continues until the offensive team crosses their ten-second line then the defense goes into its usual 2-1-2 zone. This may be changed on occasions to a 1-2-2, a 2-3, or a 3-2 zone, depending on the type of offense the opponents are using.

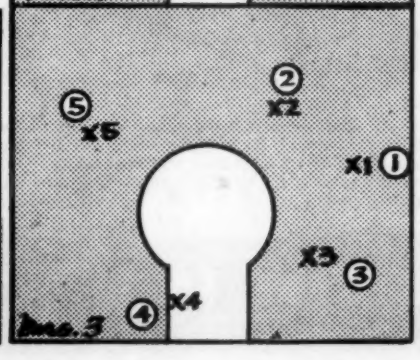
Diagram 2 shows the shift of the zone when the offense has two out and three in. X1 harries 01, X2 is alert for a pass interception on 02, X3 checks 03 and also protects the middle should 02 cut for the basket. Then X4 and X5 check 04 and 05, always alert for pass interceptions. All defensive players stretch their arms sideways to have a larger defensive curtain. X4 and X5 have the job of tying up their men once they receive the ball and as a result cause many held balls in the offense's front court.

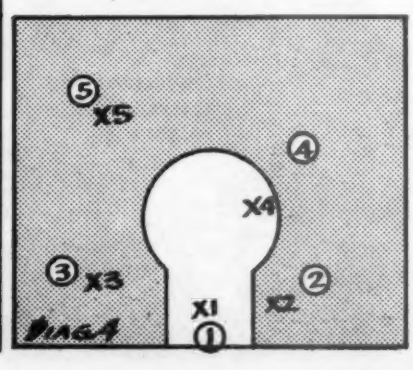
Diagram 3 shows the 1-2-2 zone when the opponents have the ball out of bounds on the side in their front court. X1, X2, and X3 now do the pressing as shown. Should 01 pass into his back court, then X1 and X2 take up their usual job of pressing.

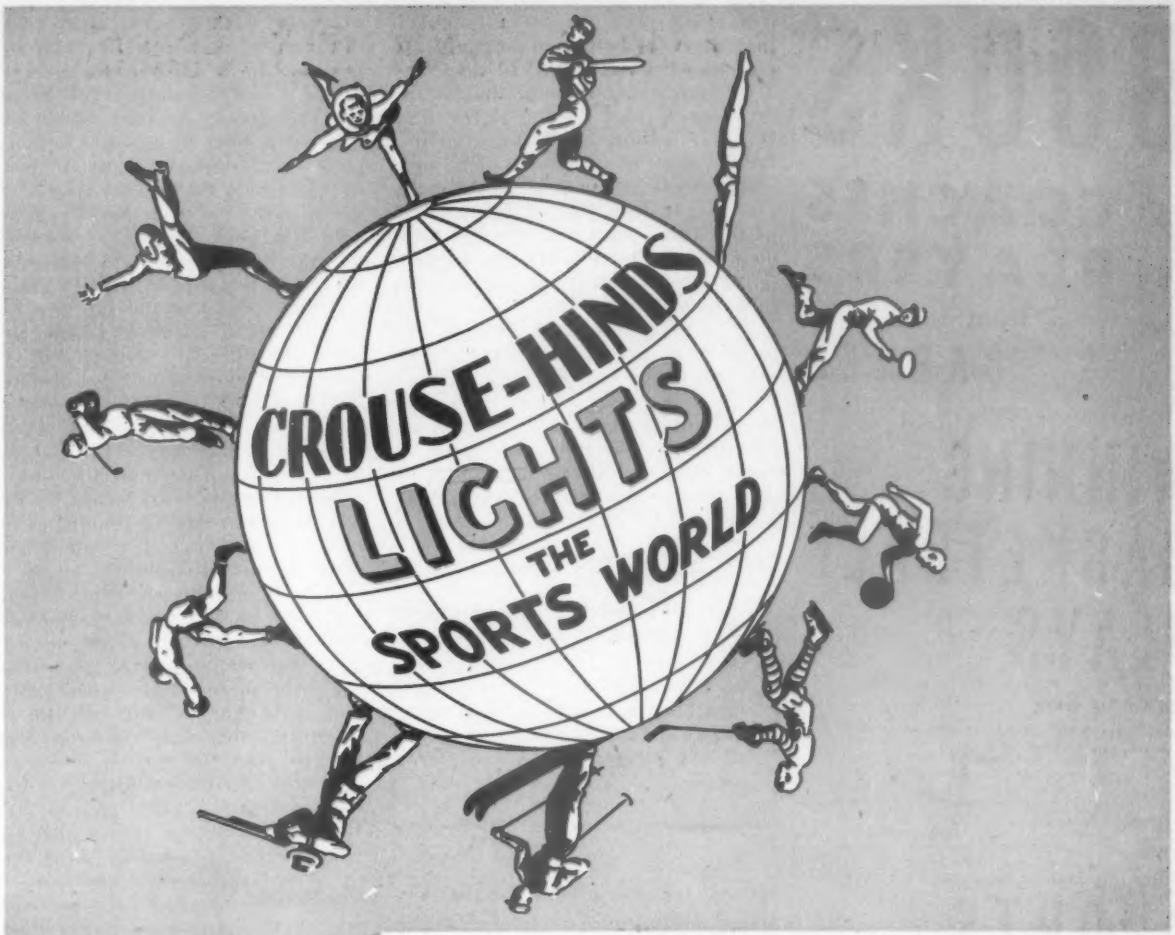
Should the offense get the ball out of bounds under their basket, then the defensive set-up is somewhat similar to the situation when the offense has the ball in their back court. This is shown in Diagram 4. X1 close checks 01 but now X2, X3, X4, and X5 have to be alert for cuts by the men they are checking. It is in this situation that they are coached to play their opponent loosely; then if



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their man does cut for the basket, they have a better opportunity to pick him up. Actually if 01 does find a receiver open, we want that receiver to be behind his free-throw line. If he is behind his free-throw line, the defense can go into its tight zone and the offense will have difficulty piercing. It should be mentioned that in the above situation, the defensive men pick the nearest man in their defensive area and point to the man they have taken.

Practice drills are held very frequently in which the players practice this maneuver. This is done on a competitive basis. Two teams are placed under the basket to practice rebounding. Suddenly the coach calls "blue out" and the blue team takes the ball out of bounds under the basket to start their offense for that basket. A stop watch is used to clock the time necessary for the defense to pick their men. This is done about eight or ten times for each team and after constant practice, the defense reacts automatically to an opponent's out of bounds.

**JUNIOR high school athletics play an important part in the Ohio athletic set-up. Larry Saltis and his Stow Junior High School teams have been a central figure in the junior high school picture, winning 51 and losing 6 over a four-year period.**

### Stopping the Fast Break

Many times the question arises—how does a zone defense stop a fast break? A zone is said to be especially vulnerable for a fast-breaking team but it is possible for a zone defense almost to completely throttle a fast-breaking team. As mentioned before, X1 and X2 in the diagrams are fast boys, who play the forwards, and in our type of offense, they bring the ball down the court. We practice constantly on their responsibility if, when we are in possession, the defense should intercept a pass or start a fast break after we have missed an attempt for goal.

Since our back men in the zone, X3, X4, and X5, are under the basket, it may be impossible at times for them to get to their defensive area to stop a fast break. Therefore, the forwards must assume this responsibility by dropping back to what is called the mid-zone area, which is the middle position in a 2-1-2 zone. In other words, their responsibility is to slow the fast break in order to give the back men time to get into defensive position. Should this fail, then the two forwards assume the guards' position in the back line and the guards take the positions of the forwards. This happens very seldom because the forwards are fast and with the aid of X3, they can slow the fast break to give X4 and X5 time to assume their positions. Practice will teach the boys their movements in a situation of this kind. X4 and X5 are constantly reminded how important it is to race, not walk or lope, down the floor to protect their area in the zone as soon as the opponents secure the ball. Again, a great deal of practice is necessary so that their reaction is automatic in this situation.

When the offense attempts to pierce our zone by the standard maneuver of placing a man on either side or a man on each side, and particularly when the offense has a good passing attack, it may be difficult for X3 to protect the entire mid-zone area. In this case the guards check one of the offensive men while X3 drops back to protect the guard's area. When the offense places three on one side and two on the other, and the pass is in from a guard on the strong side, X3 checks the post man, and if the post man passes to the opposite forward, X3 drops back to the guard's position on the side of the receiver, the guard moving up to check the receiver. This shift may sound complicated for junior high school boys but constant practice will make these shifts easy.

Summarizing, a zone may be a very successful defense if practiced constantly for various offensive situations. An offense may use certain standard plays to pierce the zone and once the players learn the shifts for these, they may shift for others. The fast ball hawks should be placed in front to harry the offense and this constant harrying will result in hurried passes which will make it easier for the three back men to intercept. The middle man in the 2-1-2 should be intelligent enough to know when to shift to either side and when to drop back and let the guard take the man on the side. The forwards can make the job of the middle man easier by dropping back in the slot when the ball is on the side opposite them. All in all, if the opponents can be held to 20 points per game in 50 games, the zone must be very effective.

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# Man-To-Man Defense

By EDDIE JOHNSON
*Northeast High School, Lincoln, Nebraska*

DEFENSE is the one phase of basketball which has lagged while the other phases of the game have progressed rapidly. We seem to see more emphasis being placed on offensive play each year. The players are either better shots or the defense is weaker due to the high-scoring games.

The man-to-man defense is one that may be used during the entire game. Any other type of defense used must be basically a man-to-man, to be one that can stand up throughout a full ball game. We like the man-to-man defense because the following three variations may be used:

1. A sinking type — where the front line of the defense is only out about 20 to 22 feet from the basket.
2. Medium press type — when we want to speed up the game and meet the opponent at midcourt.
3. Pick-up type — when we take the offensive team under our own basket and press them the full length of the floor.

Another advantage we have found in the use of the man-to-man defense is that it enables us to assign a boy to someone of about equal speed and height. That particular man is then responsible for his own man no matter what position on the floor he happens to take. The smaller men are usually assigned to men who bring the ball down the floor for the opposing team.

With this type of defense we know who is responsible if a player scores. It means that a player has made a defensive mistake or we are not covering out far enough on the court. In our defense we try to set in order to do the least possible amount of shifting. Another reason we like the man-to-man defense is that it makes better competitors of the players because they are aware of their responsibility for one man instead of a specific spot or area on the floor. This type of defense also eliminates the need of helping each other. Naturally the players must have help occasionally and the defense will function better when this is possible, but each player will be trying to avoid needing the help of his teammates.

In early season practice we usually start with two men on defense and two on offense. At this time we work on stance and the shifting of the feet. In taking a defensive position the player should be in a direct line between the offensive player and the basket, except in rare cases when he feels he needs to cover slightly to one side or the other. This depends on whether or not the offensive man can shoot only with one hand.

One foot should be placed ahead of the other. This is a *must* for the boys who have to cover on the front line, where the offensive man has a large driving area. It makes no particular difference which foot is forward. There is a slight advantage in having the outside foot forward since it allows the man to see the center of the floor better. The player should assume a crouched position with the knees bent and a slight bend in the hips. The trunk of the body should lean forward slightly, and the center line of the body should be directly over the ball of the rear foot. We like to have the players keep the arms in fairly close to the body since this eliminates the tendency to slap at the ball and to shift the weight in the stance the player assumes from the rear to the forward foot. The front-line defensive men should crouch lower when they have to go to meet the offense farther out on the court.

When the offensive man tries to drive past him, the defensive player should always move his back foot first. By moving the back foot one step he will have enough room to maneuver with the offensive player. If he tries to move or slide the front foot back he will be as close to the offensive player as he was before and he will have trouble stopping the driving type of offensive man.

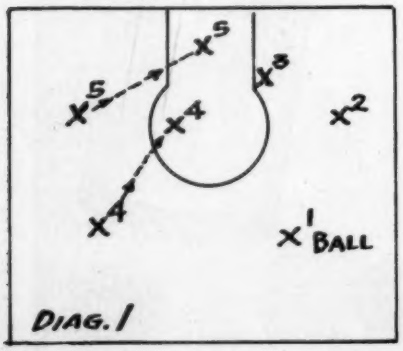
The defensive man should always approach the offensive man with one foot in advance or boxer stance and should be ready at all times to turn back. Moving while on defense either laterally or back and forth should be done with the glide or shuffle. During the glide the player should not allow the feet to come any closer together than six inches.

If the offensive man has the ball above his waist or at shoulder height we feel he can be covered pretty tight, providing we have his passing lane covered. In order to dribble the ball from here the first dribble would have to be high with a good chance for a steal, but if the player has the ball lower than his waist we stay away. The offensive man is more maneuverable in this position than the defensive player can manage. Also, with the ball in this position the pass or shot may be blocked by the defensive man from a farther position.

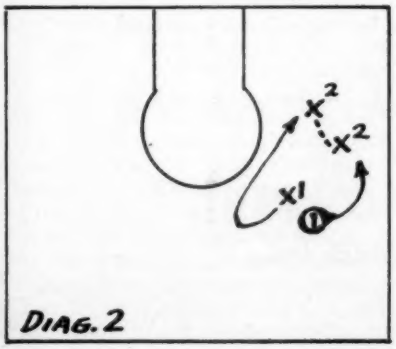
The men who cover on the back line of the defense should have the foot nearest the sideline forward, so they may see the middle of the floor. They should also be in a direct line between the basket and the player they are to cover. Any shifting or sinking over that line we do from this straight line. By shifting on this straight line we try to discourage a man from driving straight to the basket thus forcing him to run in a circle.

Our post-men cover on the side in the majority of cases. We like to have our defensive post-men stand about even with the offensive post-man's shoulder on whichever side the ball happens to be in play.

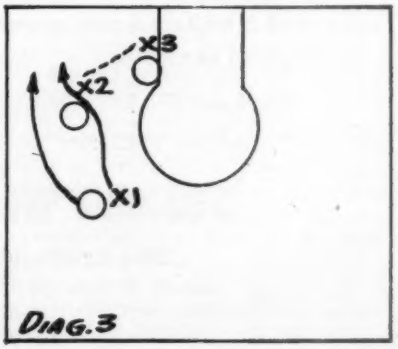
Our regular defensive positions



DIAG. 1



DIAG. 2



DIAG. 3

**EDDIE JOHNSON graduated from Northwest Missouri State Teachers College where in his senior year he was selected as co-captain of the N.I.A.B. all-tournament team in 1943. Following service as a naval officer he coached at Lewis, Iowa, assisted "Sparky" Stalcup at Missouri, coached at Corning, Iowa and finally Northeast High School of Lincoln, Nebraska. He guided Northeast High School to the state title last spring.**

would be, as shown in Diagram 1. When the right guard has the ball, we play the strong side of the defense tight so defensive men, X1 and X2 may cover their men as close as they think they are capable and still be able to stop their man from driving by them. X3, the defensive post, will be on the strong side up even with the offensive post's shoulder toward the strong side. These three men may play close enough to stop passes on the strong side or slow down a continued drive toward the basket.

While defensive men X1, X2, and X3 are playing their men tight, X4 will have moved in a straight line between the basket to a position inside the free-throw line. He will be able to drop back as far as the break in the free-throw circle. X4, in this position, is able to help in case the offense is able to get a pass to the post, and to check him on the weak side.

X5 will drop back in a straight line. His position will be about on the free-throw lane, then X5 is able to help with the post and is in good rebound position in case anyone on the strong side is able to take a shot.

When the ball is moved to the opposite side, X4 and X5 play tight with X3 playing the opposite shoulder of the post. Then X1 and X2 will take the positions that X4 and X5 have covered.

The weak side of the defense might allow the offensive team to make a quick pass to the weak side and permit a shot. We would rather risk the shot at 20 to 25 feet and be able to stop any drive down the middle of the floor. In case the offensive team has some good long set shots, we try to cover them any place they can hit from the floor. We tell the boys if they can hit from 40 feet away from the basket our defense must come out that far to cover them, and then try to push them back several feet.

In this type of defense when we are trying to keep the shifting of men to a minimum, we have to work very hard against picks and types of revolving or figure-eight offense. On any outside picks such as are shown in Diagram 2, the ball has moved to the post, the forward has come up and picked player X1 to the outside. In this case X1 pivots to the inside and picks up his man as he cuts toward the basket from the sideline. Defensive man, X2, falls back a couple of steps in case X1 is not able to cover his man. In this case we will check and switch men.

In Diagram 3, the ball is moved from the guard to the forward with the guard going around the outside. Defensive man, X2, will take one or two steps back or far enough to permit X1 to slide between the offensive man and himself. Then X1 should pick up his man to the back side.

If the offensive team is using the figure-eight or any type of rolling game, our defensive men should follow their own men by sliding through as is shown in Diagram 3. This is done until the offense presses us back inside the head of the free-throw circle or until we get within 20 feet of the basket. At this time, we tighten up and slide between the offensive men.

In our pressing game, we take the men down the floor in the same manner. If there are any blocks or screens we try to keep from switching as much as possible. Our defensive men in the far end play between their man and the ball. In this case we use more

*(Continued on page 59)*

# NEW BOOKS

**State Recreation: Organization and Administration,** *by Harold D. Meyer and Charles K. Brightbill. Published by A. S. Barnes and Company, New York, N. Y. Two hundred and eighty-two pages.* $3.50.

This book, which is designed primarily as a classroom text, places the emphasis on total community-wide recreation and the responsibility and place of state government resources in relation to it. The authors, after presenting and evaluating different approaches to establishing state recreation services, clearly describe how the task may be accomplished. The book admirably answers the demands for information on state aid in helping to improve and expand community recreation.

**Squash Racquets** *by Walter Debany. Published by A. S. Barnes and Company, New York, New York. Sixty-two pages, 57 pictures and diagrams.* $1.50.

Walter Debany is a top authority on the rapidly growing game of squash racquets, being a member of the advisory staff of the Cortland Line Company. In his book he describes the origin of the game, the various grips, forehand and backhand services, the volley and half-volley shots, court positions and closes with a glossary of terms and the official rules.

Truly a valuable addition to the famed Barnes Sports Library.

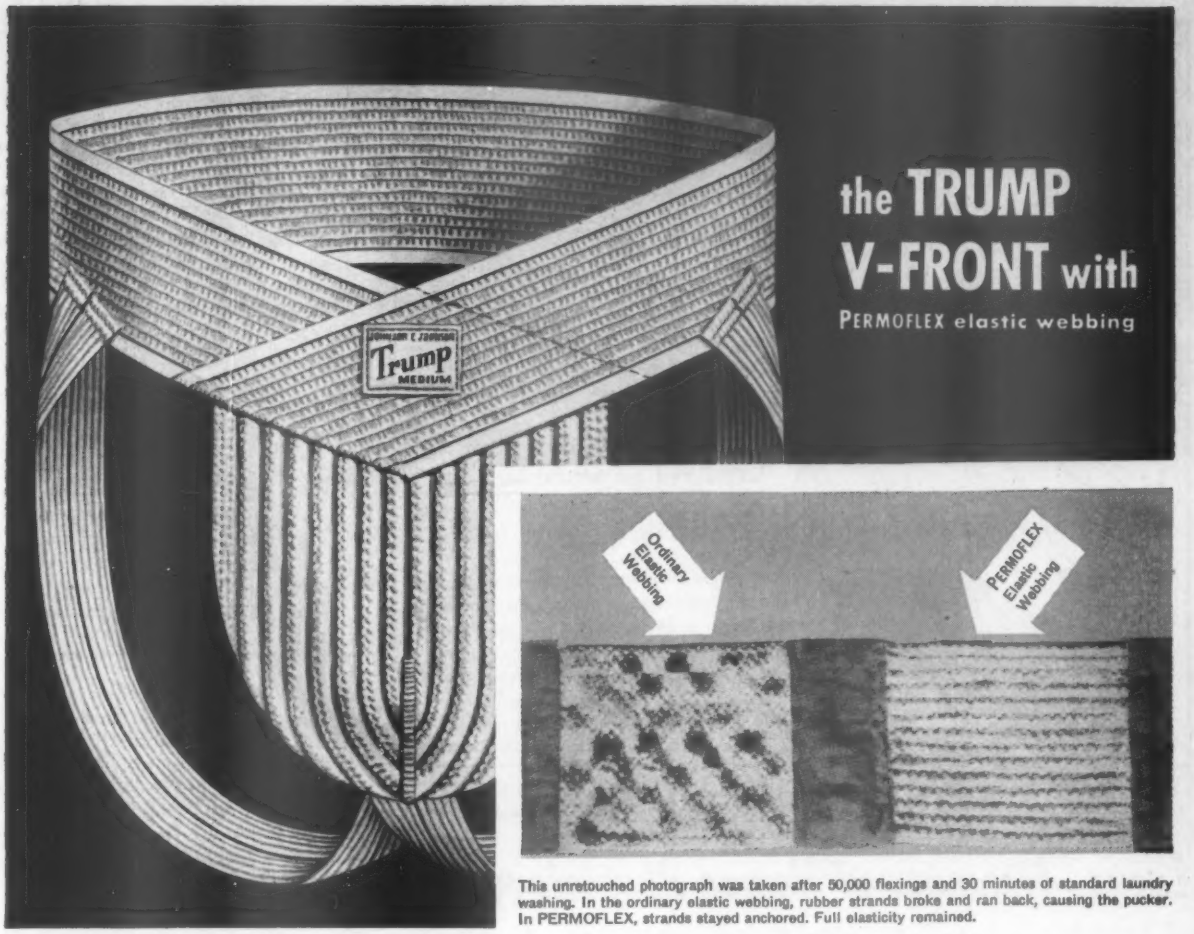
**Winning a Basketball Championship,** *by Brice Durbin. Published by Portrait Publications, Box 7301, Kansas City 16, Missouri. Fifty-seven pages.* $1.00.

This booklet is a mimeographed study of the views of the following championship coaches: Delmar Bagwell, David Roseboro, F. J. Witherspoon, Francis Dahm, Keith O'Connor, Joe Cavanaugh, John Hoekje, Karl Parker, Denny Burrows, Dick Snow, James Woods, J. C. Ellington, LeRoy Matthews, T. M. Cornelius, J. H. Nesbitt, Lawrence Brotherton, Don Overly, Virge Simmons, Don Snyder, W. A. Mowrer.

The book discusses, among other things, warm-up, training, morale, strategy, free throws, etc. The conclusions of the coaches are summarized as to defense and offense, number of balls used in practice and many more.

**Textbook of Physiology,** *by William D. Zoethout and W. W. Tuttle. Published by the C. V. Mosby Company, St. Louis, Missouri. Seven hundred and ten pages. Revised edition.* $4.75.

This book was first published in 1925 and since then has had nine different revisions. The tremendous popularity of this book is attested by the fact that the ninth edition had four reprintings in the space of two years. The present or tenth edition has a greater number of illustrations and color plates than the previous

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## Held Ball

*(Continued from page 34)*

back into play during held-ball situations.

Games Nos. 1 and 5 show totals consumed in held ball play of 2:44.5 and 2:17.2 minutes respectively. Each of these totals is greater than the two-minute period at the close of a collegiate game, in which the rules require an automatic time-out on each dead ball.

**THOMAS VERDELL graduated from Northwestern University where he lettered in football and track. He received a master's degree from Ohio State and for the past sixteen years has been an associate professor of physical education at Virginia State College.**

*Explanation of Table II.* The data in Table II shows the frequency distribution of held-ball situations according to games and officials. In preparing the data for Table II, each official was charged with the held ball total for any game in which he worked. This data shows that, when the officials were thus considered, a majority of the games officiated by Q and Z had held ball totals less than the average; that the reverse of this was true for officials X and Y; and that, wherever official Q or Z appears in a game having a held ball total greater than the average, he appears working with either official X or Y. These facts would tend to indicate that certain officials are more prone to declare held ball than others.

*Explanation of Table III.* The data in Table III shows the frequency distribution of held-ball situations according to games in relation to point differences between the winning and losing scores. This data seems to indicate that there is no direct relationship between the number of held-ball situations and the point differences in game score.

*Summary.* The data in this study seems to indicate:

*(Continued on page 53)*

## Photography

*(Continued from page 16)*

candles as we do at North Carolina State, he can use Kodachrome Type A Film.

The ideal location for the camera is on some kind of platform midway of the court and high enough on one side in order not to obstruct the vision of the spectators. One may work from there alone, but an assistant will prove very helpful particularly when it comes to carrying equipment, running errands, and performing any of the many other little tasks which are involved in a project of this type.

We normally use three 400-foot rolls of film to photograph the average game. Rolls of this size are spooled on a core and are packed in cans for darkroom loading. We use a changing bag, however, to load and unload magazines as necessary. By loading two magazines before the game and then unloading and reloading the first between halves, the game can be completely covered with only two magazines.

Our experience indicates that shooting should be done from a standing position to allow freedom of movement in following the action from one end of the court to the other. Following a basket, it is usually not necessary to begin shooting until the ball reaches midcourt, since there is no opposition to its progress that far. At frequent intervals, however, the camera should be turned on the scoreboard for four-to-five-second periods, preferably with the 2-inch lens. Some scoreboards register pretty small with a 1-inch lens.

Good titles, of course, make the film look much more professional when projected. At the beginning of the season, all the anticipated titles may be drawn up and two or three proofs run on white stock by a cooperating printer. These can best be photographed with a Cine-Kodak Special II Camera using the Reflex Finder for centering the title. The type should be large enough to make the title fill the frame comfortably when the 2-inch lens is used.

Since only actual filming will provide the photographer with the background and experience necessary to cover the game properly, we have found that it is wise to shoot a roll or two on practice games before the season opens. This will also permit the photographer and coach to become accustomed to working together and will give the photographer a better idea of what the coach needs, and the coach a better idea of what the photographer can deliver. Whatever slight effort this preliminary work requires will be more than repaid by the many advantages resulting from the use of basketball motion pictures when the season is under way.

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# Dick Attlesey

*(Continued from page 13)*

son, for he very definitely paid the price so necessary for success in any athletic endeavor.

We have always believed that the only difference between the good athlete and the great athlete, and between the near champion and the champion, lies in his attitude and state of mind and above all in his desire and willingness to pay the secure price which is absolutely essential before championship performance is realized. There are those who would believe that champions are born champions, but my experience as a competitor and as a coach leads me to believe that champions have been made by hard work and more hard work, by perspiration and more perspiration and by suffering and sacrificing. There is no easy road for the man who aspires to reach the top and we can vouch for the fact that Dick Attlesey has willingly paid the price for his success and will continue to do so in the future, for he has started training for the 1951 track season and is looking ahead to the 1952 Olympics. It is our sincere belief that he has yet to run his fastest high hurdle race. Unless something unforeseen happens such as injury, sickness or accident we are confident that he has not yet reached his ultimate, and will run a faster high hurdle race some time during the next two years than he has ever run before.

It is not my intention in the balance of this article to go into an extensive and lengthy treatise on what I believe to be correct hurdling form and technique, but merely to present certain information which proved helpful in working with Attlesey as well as other high hurdlers of whom I am quite proud. In 1950, Art Barnard ran 14.2; Al Lawrence ran 14.2; Don Halderman ran 14.4; and Jack Barnes ran 14.5. These were not all winning performances, but represent competent clockings which were rather outstanding for a quintet of hurdlers representing a single university. Unfortunately, perhaps only two of them will be with us for the 1951 track season.

### Training Schedules

Naturally a training schedule for high hurdlers would vary in different sections of the country because of climatic conditions as well as varying physical conditions of the athletes. We usually start informal outdoor workouts upon returning to school after Christmas vacation and continue on an informal basis on the grass in rubber-soled and track shoes with short spikes until the beginning of the second semester, which is usually the first part of February. Most of this pre-season work is concerned with easy conditioning running and all types of bending, stretching, and loosening exercises. All types of hurdle exercises are used in an effort to develop supple, loose-jointed hips and crotch which are so essential in the make-up of an outstanding high hurdler.

In the interest of controlling and limiting leg soreness and shin splints, we believe it advisable to have all track athletes put in a minimum of two weeks running in rubber-soled shoes, and about two weeks with track shoes with short spikes before going onto the track with long spikes. Moderation and common sense should always be the guiding factor in this respect.

Our formal early season group workouts usually begin around the second week in February and continue until the second Saturday in

March, at which time we usually compete in our first outdoor meet of the season. We insist that all our high hurdlers work out in a group and all follow an identical training schedule for this early season period. In the interest of morale, improvement, and competition, hurdler group workouts are highly recommended. Our warm-up consists of first jogging a lap or two on the grass, followed by a minimum of fifteen minutes of exercises, followed by three to five laps of wind sprints which means walking the turns and progressively jogging, running, and sprinting each straightaway, building up to the sprint of approximately the last thirty yards of the straightaway.

The hurdlers take this preliminary warm-up every practice session and are then ready for their major workout, which might run something like the following:

Monday — 330 fast. Tuesday — 10 gun starts, work over one and three hurdles for form and speed, two 100-yard dashes. Wednesday — 10 gun starts, work over one and three hurdles for form and speed, 180-yards fast. Thursday — two 220-yard runs around one turn about ten minutes apart at good speed. Friday — two or three 70-yard high hurdles about five to ten minutes apart, then a 180-yard fast sprint on the straightaway.

After the competitive season begins this training schedule would necessarily have to be changed and modified, but we usually continue some type of over-distance work on Monday; on Tuesday plenty of starts and speed work and form work over three hurdles along with one or two 100-yard dashes; on Wednesday work over five hurdles two or three times for speed clockings and finish the workout with an easy 220; on Thursday, if necessary, work for form over one or three hurdles and then run two 220's fast speed around the turn about ten minutes apart with the second 220 .5 of a second to .8 of a second faster than the first. On Friday up to around April 1, we usually take two or three laps of wind sprints, but after April 1 during the competitive season we firmly believe in a day of rest for all track and field men the day before meets.

### The Start

We are firm believers in the merits of the medium type start which requires that the knee of the back foot in the starting blocks is placed just about opposite the ball of the front foot in a kneeling position. In the case of Attlesey, who is 6'3½" in height, the distance from the starting line to his front left foot is 15" and to his right back foot is 34½".

In our starting practice particular attention is given the following:

1. The head is up slightly but not tense, with the eyes focused about eight yards down the track. It has been found occasionally a man will react better with the eyes focused down at the point that the first step is to be taken.

2. On the "get set" a sharp, quick breath is taken and held over the first hurdle, after this little or no attention is given to the breathing in the high hurdles until over the last hurdle when a quick breath is taken and held for the drive to the tape. Also, the weight of the sprinter in the get-set position is balanced on the front foot and hands with little or no pressure of the rear foot on the starting block.

3. On the "gun" it is important that the back foot be brought forward as low as possible to the ground and as far out in front as comfortably possible without stretching. It is necessary to run out of the blocks and not lunge as this usually results in a fraction of a second of lost motion. The body is slanted well forward with the correct running position and angle not attained until at least eight yards from the starting line. Vicious arm action should be stressed at all times in the high hurdles.

4. Attlesey takes the normal number of eight strides to the first hurdle which measured as follows from the starting line: 2'2", 3'-6½", 4'3-½", 4'8", 5'3", 5'5", 6'4", and 6'3". These eight strides totaled 37'11", which means that his take-off is 7'1" from the first hurdle.

### Hurdle Clearance

The high hurdler must be impressed with the fact that the hurdles are not obstacles, but merely represent ten long steps in the middle of a sprint and should be driven over rather than jumped over in the strict sense of the term. It is imperative that the hurdler must be in the air a minimum amount of time and be in a sound fundamental sprinting position when he strikes the ground. In this respect it is our opinion that Attlesey is the fastest man that ever lived over the hurdle. His fastest time during the 1950 season for 100 yards was a shade under 10 seconds, while Dixon was capable of a 9.7 seconds and Dillard was clocked in 9.5 seconds. It is safe to assume that if Dick possessed their superior ground speed he might possibly run from .2 to .4 seconds faster for the 120-yard high hurdles. In a flat 120-yard sprint his best time might approach 11.8 seconds, which means that in his record-breaking race of 13.5 his time for the clearance of the ten hurdles was an amazing 1.7 seconds.

Of course, he is fortunate in possessing the best possible physical characteristics for a high hurdler since he is 6'3½" in height, has tremendously long legs, and is very supple and loose-jointed in the hips. This advantage of height and leg length is quite an asset because it is not necessary to lift the body as high and the take-off angle is much lower, which means that there is much less up and down motion in the clearance and much more forward momentum created.

On June 13, 1950, just prior to the NCAA meet in Minneapolis, Dick ran a flight of 70-yard high hurdles in a shade over 8.2 seconds. We measured every step that he had taken over the five hurdles and found that his average clearance distance was 11'5½" taking off an average of 7'½" in front of and landing 4'5" on the other side. We firmly believe his most important asset in clearing the hurdles is the ability to drive over each hurdle and yet be so completely relaxed at the top that his snap-down is done with great speed and force and as a result no momentum is lost upon landing. In fact, the hurdle seems to act as a relaxing influence upon him, rather than a tightening physical hazard.

In the interest of correct body balance over the hurdle we give particular attention to the following clearance fundamentals:

1. The lead knee should be driven straight up and not to one side.

2. The shoulders must be kept square and parallel to the hurdle with the arm action in perfect synchronization with the opposite lead leg. If the right leg is the lead leg the left arm is thrust forward and close to the toe of the right foot, but the hurdler should be sure not to overreach by turning the left shoulder.

3. If the trailing knee is whipped too far over the hurdle before the leg is straightened the body will necessarily turn from the direction of the run and will result in a crossing over and poorly co-ordinated stepping movement.

4. All arm, leg, knee, and foot action must be in a straight line plane fore and aft, for any sideward motion of any kind will result in imbalance.

5. The knee of the lead leg leads toward the hurdle and on the clear-

ance stride is bent slightly so that the shoulder, knee, and foot on the lead leg side are in the same plane.

6. It is best not to touch the heel to the ground on the take-off or landing.

7. The ankle of the trailing leg is turned to lift the toe over the hurdle—this eliminates drag and the possibility of hitting the hurdle with the toe.

8. When the lead leg is about twelve inches from the hurdle a vicious cut down is started which is aided greatly by a quick straightening up of the trunk to a running position. This lead leg is snapped downward and backward with a pawing-the-ground movement and this should mean that the foot will light on the ground running at the same speed that the body is moving forward. In Attlesey's fastest races he felt the top and front of the hurdle touch the thigh of the lead leg about six inches above the knee, in more-or-less of a backward pushing action.

9. Do not concentrate on each hurdle, but on the series of hurdles in their entirety, with attention focused on the finish tape. The head and eyes should never stray from straight ahead.

10. Concentrate on driving the knee of the trailing leg at the hurdle then up and over. In other words, strive to continue the running action which will eliminate loss of leg speed due to turning the knee outward too soon.

**Between the Hurdles**

As stated before, I believe that one of Dick Attlesey's greatest attributes is the ability to enjoy a split-second of complete relaxation at the top of the hurdle. This, no doubt, accounts for his tremendously fast and snap-down of his lead leg and effective pull through of his trailing leg. We do not believe it is possible to achieve this sense of relaxation if the hurdler is striving on his third step between hurdles to cover too much ground. Most hurdlers usually take their shortest stride on their first stride over the hurdle, a little longer on the second, and an increasingly longer one on the third. This means that at the moment of take-off over the hurdle the hurdler is at his most strained and tense condition which is not conducive to any sense of relaxation for the snap-down of the leading leg and rapid whipping over of the trailing leg.

It is interesting to note that on Dick's 8.2 second 70-yard high hurdle trial mentioned before, his first strides after clearance averaged 5'2"; his second strides averaged 6'10"; and his third strides averaged 6'7". Of course, he possessses ideal high hurdler qualifications and perhaps what seems best for him might not be suitable for other hurdlers, but I'm from Missouri and I intend to continue working on this theory until experience proves otherwise.

In conclusion, it should be mentioned that Dick Attlesey did not run the 220-yard low hurdles at the University of Southern California until April 1, 1950. He won his first competitive race in the very fast time of 23.5 seconds and later in the season ran 23.1 seconds on two occasions. We sincerely believe that the decision to run him in the low hurdles contributed greatly to his improvement in the highs, for the necessary additional speed and endurance work brought him to the highest peak of physical condition that it was possible for him to achieve. His future is bright indeed—I know that he is capable of running faster than his present records of 13.5 seconds and I hope to see the day that he does, for it could not happen to a more hard-working, a more ambitious, a more deserving gentleman and good sportsman.

## Inside Baseball

*(Continued from page 30)*

baserunning are worked on as is shown in Diagram 4. A pitcher who has had a preliminary workout takes the mound for bunting practice. The catcher, X, dons his regalia and assumes his catching position, X1. The squad members, X2, take turns in the batter's box facing the pitchers. Each boy bunts the ball and runs to first base. The pitcher then works from his short position, holds the runner on first with the help of the first baseman, X4, and then delivers to another bunter. When the pitcher makes his break in motion, the runner lengthens his lead and heads for second base when he is certain the bunt is laid down properly. The coach must supervise this drill closely and criticize all phases of fundamentals.

We also attempt to mold our infield together as a unit while indoors as is shown in Diagram 5. Each infielder, X1, X2, X3 and X4 takes his fielding position. We have a regular infield workout. The coach, C, hits ground balls to the various fielders calling the number of outs, the men on bases and the fielders act accordingly. Naturally distances are much shorter in this drill, but the boys do learn where to throw and learn to work as a team.

At the conclusion of some practice sessions, we keep our shortstop and second baseman and have them together improving their footwork in making the double play. This seems to be a small task, but we believe it is responsible for our team average of one double play a game last year.

Classroom "chalk talks" are also held each week and a great amount of stress is placed on offensive and defensive team play. The various situations that may arise in a ball game are discussed and a common understanding of them is developed.

We attempt to make certain the team understands thoroughly what they should do on the field, regardless of the situations that may arise. A few of these situations are; defensive team play against bunts, defensive strategy with runners in scoring position, throwing to proper bases, and offensive team play. We also devote a great deal of time to explanation of the rules.

In our opinion these inside baseball practices are essential to a successful season.

## From Here and There

*(Continued from page 4)*

of manually operated. . . . From 1930 through 1933 Michigan, under Harry Kipke, won four consecutive championships. During that time college and high school coaches from all parts of the country wrote "Kip" asking for diagrams of his plays. "Kip" obligingly sent the diagrams, but fearing they might fall into enemy hands discreetly changed some of the blocking assignments. As happens to all coaches, fate lowered the boom on Kipke in 1934. Struggling through a season that saw only two wins out of nine games, he was swamped with 'phone calls and letters from rabid fans and alumni. One day, however, there came a ray of sunshine in the form of a letter from a high school coach which said, "I don't know how to thank you for being kind enough to send me those Michigan plays last spring. Our team won the title and scored ten touchdowns with them." Kipke immediately got off a wire which said, "Thanks, please send those plays back quick."

## Held Ball

*(Continued from page 47)*

1. Certain officials cause more delay than others in getting the game under way after having declared held ball.
2. Certain officials are more prone to call held ball than others.
3. There seemed to be no definite relationship between the number of held-ball situations per game and the point difference between the winning and losing score.

*Recommendation.* These data seem to make it advisable that the game clock be automatically stopped, in each held-ball situation throughout the game, from the time an official signals held ball until the ball leaves his hands in the toss.

## Record Breaker

*(Continued from page 36)*

Fortunately for Val's record-breaking hopes, he met some rather unexpected competition from a fine runner from Hyde Park High School. George Garber stuck to Val's heels through the telling pace of 14 seconds; 20 seconds; 20.5 seconds; and a final 20.1 seconds for a 1:14.6 mark. This re-

moved from the books all known schoolboy marks for the 600 on boards.

There is no 600-yard race in the National Schoolboy Title Meet in Madison Square Garden so Val had to be pointed toward the 440. We were a little worried about his ability to get away fast enough to win the national quarter-mile race. Because of this we again went back to stressing starts. Much of the preparatory work was done with one-lap sprints on the boards and pairs of wide open three-hundred-yard sprints. We planned on about 52.5 for the qualifying time that would be certain to get him into the finals. Knowing the danger of getting caught in the rear of the large packs who always run the trials in the Nationals, we planned for an all-out sprint for position. Things worked out well and Val qualified with exactly 52.5 for the first spot. In the five-man final his great stamina and background of 600-yard racing paid off in great style. He burst from the mark in first place and stayed there throughout the race to win the title in 51.8.

We then began to plan for the Bowdoin Interscholastics. By this time Val was in top condition. Then we were working to smooth out flaws in arm action and correct his tendency toward a little backward lean. Although we had hopes of his hitting 1:14 at Bowdoin we did not increase the work for the next couple of weeks. In fact, we did the opposite. One day more of complete rest was taken. Val worked out only four days each week before the meet in which he did his almost unbelievable schoolboy time of 1:13.8 We are convinced that the extra rest aided in his great effort. To appreciate the significance of that record one must also realize that the Bowdoin College field house track is smaller than either the Boston Garden or Madison Square Garden track. This necessitated the running of one additional bank and shorter straightaways.

The opportunity to work with a national champion comes rarely to most coaches, but it is an experience not soon forgotten. If a coach has a prospective champion he should set his sights high and above all make the boy believe in his own promise of greatness. If the boy is a real champion in all respects, neither will ever regret the work required.

# Modifying the 1-3-1 Zone

*(Continued from page 15)*

as applied to the overall defense, they can begin learning the slides used by each player. In order to simplify the learning of these slides, the following instructions should be learned thoroughly by the players, each one learning the slides for his defensive position.

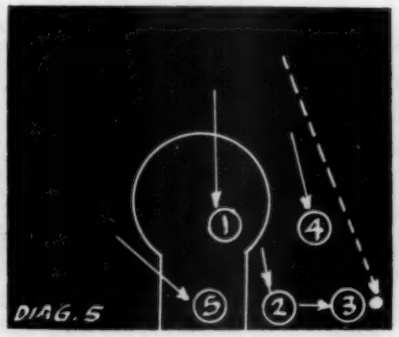
### Front-Man

The front-man is the ball-man when the ball is in front of the free-throw circle. He drops back to the free-throw circle line when either side-man becomes ball-man. The player drops back into the free-throw circle when the middle-man becomes the ball-man and when there is a long pass to either corner. If he sees a teammate obtain possession of the ball, he immediately starts toward the other end of the court and leads the offensive fast break.

### Middle-Man

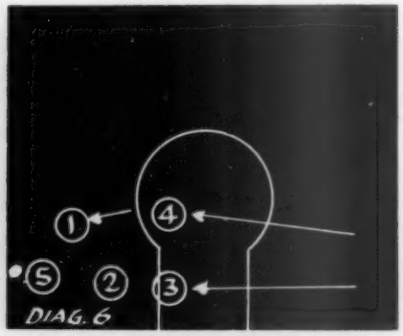
The basic job of the middle-man is to stay between the ball and the basket. He should always stay a little closer to the ball than to the basket. He is to be in this position when-

Long pass to the left corner.



DIAG. 5

Corner to corner pass over defense.



DIAG. 6

**GEORGE HENDERSON** coaches basketball, baseball, six-man and track at Mansfield, Illinois, High School. He graduated from Illinois and served in the navy as a recreation officer. Mr. Henderson has written for us before. Two previous articles on six-man appear in the September and October issues.

ever the front-man or side-man is ball-man, and on long passes to the corners. He becomes ball-man whenever the ball is passed or dribbled past either side-man.

### Side-Men

The side-man is a floater, ready to move in any direction, when the front-man is ball-man. Whenever the ball is passed by the front-man toward the side, the side-man on that side becomes the ball-man. A side-man drops in to the circle line whenever the other side-man becomes ball-man. He becomes basket-man whenever the middle-man becomes ball-man on the opposite side of the court, and on long passes to the opposite corner.

### Basket-Man

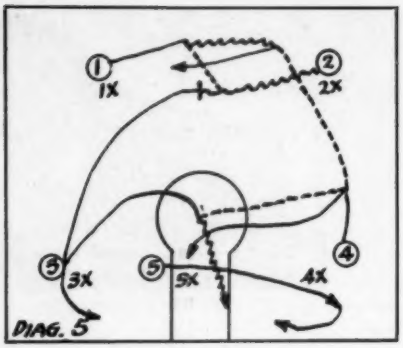
The basket-man plays close to the basket, usually between the ball and the basket, and sometimes varies his position to guard an opposing pivot man. This player shifts fast to the corners to become ball-man on long passes. When the middle-man becomes ball-man, he becomes middle-man. He should study the opponents' offense and learn to anticipate their moves.

## Single Post Attack

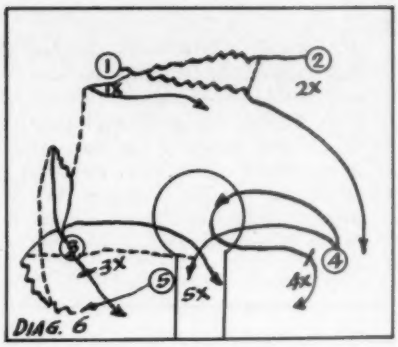
*(Continued from page 14)*

passes to him and cuts by for a return pass. At the same time 02 cuts along the base line and may also receive a pass from 04. One can see there are three players strategically placed to rebound.

If 04 is not open when he breaks around the screen and cannot get position on his man 03 may widen out with a dribble then pivot and pass to 02 who has remained in the corner (Diagram 2). 03 then screens for 02 who may fake a dribble around the screen and, if X2 gets out of position, drive along the base line for a close




DIAG. 5




DIAG. 6

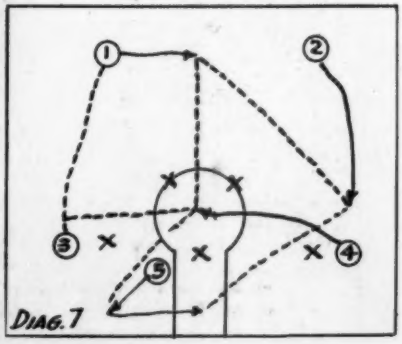
shot. At the instant that 03 passes to 02 the post man who is now 04 screens for 05 who is now in the forward spot. 05 breaks around the screen and looks for a pass from 02. If 02 passes to 05 he breaks by for a return pass or to be in position for a rebound if 05 shoots. This maneuver probably seems very complicated but a coach will be very surprised how quickly the players learn it. After diligent practice they see the opportunities for individual initiative that present themselves when the defense makes the inevitable mistakes.

The same play goes down the opposite side of the floor at the discretion of the playmakers (Diagram 3). 02 dribbles toward and in front of 01 and bounce passes back to him. Then 01 dribbles toward and passes to 04 who has come to meet the ball. 01 may either put on an inside screen or continue on to the corner. When 01 passes to 04 the post man or 05 goes to the opposite side toward 03 thus screening off X3. 03 cuts around the screen to get into position to receive a pass from 04. If 03 is open 04 passes to him and cuts by for a return pass or to be in position to rebound if 03 shoots.

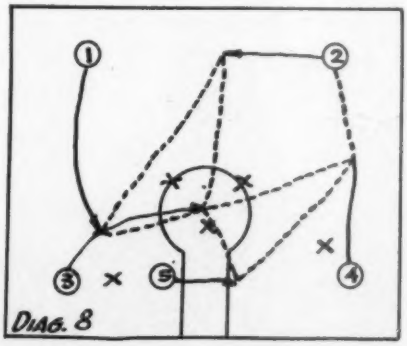
In case 03 is not open as a result of the first maneuver then we proceed as is shown in Diagram 4. 04 widens the space between 01 and himself with a dribble then pivots and passes to 01 who has established his position in the corner about five feet out from the base line. 04 follows his pass in and screens for 01 who may dribble around the screen, fake a dribble toward the screen and drive along the base line, shoot from behind the screen or pass to 05 who has cut around a screen set by 03 at the time 04 passed the ball to 01 in the corner. If 01 passes to 05 he cuts by 05 looking for a return pass or to be in a position to rebound. 02 has remained back for protection.

In case of a sagging or collapsing defense we use a slightly different maneuver. The post man goes to the corner of the side to which the ball was passed. The opposite guard goes down his side of the floor to the corner as is shown in Diagram 5. 01 passes to 04 and 02 goes to the corner on his side of the floor taking the place of 03 who has cut across to the free-throw line looking for a pass from 04. 05 goes to the same side and into the corner where the ball was originally passed and is ready to receive a pass from 04 if 03 is not open. If 04 passes to 05 then 03 goes back and screens for 02 who comes around the screen looking for a pass from 05. If 05 passes to 02 he cuts by him for a return pass or to be in position to rebound if 02 shoots. 01 stays back for protection.

Diagram 6 shows the same play down the other side. If 02 passes to 03 the opposite forward, 04, cuts across the free-throw line looking for a pass from 03 and 05 goes to the same side and into the corner where the ball was originally passed. If 04




DIAG. 7




DIAG. 8

is open 03 will pass to him and cut by for a return pass. 04 may shoot, pass to 05 who breaks in from the corner, or pass out to 02 to set up a new continuity of maneuvers.

In case a zone defense is set against us we can use the same maneuver as is shown in Diagrams 5 and 6 except 05 does not go so far out toward the corner and no screens are attempted. This gives us a 1-3-1 formation for fast ball-handling and tends to make the defense go into a man-for-man situation. In this case the screens are set as shown in Diagrams 7 and 8.

## Track Meet

*(Continued from page 19)*

discus — Wisconsin 1947, 167'5¾" (159'3⅝"); broad jump — California 1950, 24'2¾" (23'5⅞").

### The Five Year Top Ten

California leads with 366¾ points and in second place is Texas with 196-19/30 points, third Ohio with 179-29/30, fourth Illinois with 168-1/9 and right behind in fifth is Indiana with 167-5/6. From this point there is quite a drop to Iowa with 94-37/45 and New York in seventh place with 91-19/36 points. Wisconsin is in eighth place with 75½ and New Jersey right behind with 73 points. Pennsylvania closes out the top ten with 69-19/36. Missouri with 69-3/10 misses the top ten by the smallest fraction. All of the above states with the exception of Iowa and Missouri scored every year in compiling their totals. The balance of the states scoring for the five-year period with fractions omitted except to break a tie are: Colorado (53); Oregon (50); Oklahoma (48); Washington (45); Kansas (42); Virginia (35); Massachusetts (28); Connecticut (25); Michigan (20); Nebraska (17); Idaho (15); Utah (14-1/9); Arizona (14); Louisiana (9); Kentucky and Minnesota (8); Montana (6); West Virginia (5); North Dakota (4); Florida (3½); South Dakota (3-1/3); Mississippi (1); and Georgia (1/9).

## Boxing

*(Continued from page 26)*

the left hook to the head, right arm and glove high, but with the arm close to the side to block a hook to the body.

In teaching the men how to block blows we have one man do the hitting,

while the other protects himself. We start with one blow and then proceed to combinations, always announcing what blows are to be used and allowing no fooling of the sparring partner. We start blocking the left jab and then the straight right to the head. This should be blocked with the left shoulder. From this we proceed to blocking of the left hook to the head or body. Then follows practice in blocking combinations of blows such as; the "one two," left and right to the head, straight left and right to the head with a left hook to head or body, left jab, right to the body and left hook to the head, etc.

Throughout this practice we warn the man doing the hitting against hitting a partner who fails to use the correct block. Through this process we find our men becoming very considerate in helping each other learn correct techniques.

After we are fairly certain that all men understand the technique of blocking the various blows we start them sparring with each other. We are careful to pair the men according to size and ability and see that no man is subjected to a beating.

Our procedure is to let the boys box about one minute and then rest a minute. During the rest periods they are called together and we explain and demonstrate the faults observed. Then we show how these may be corrected.

It is during this part of the course that we attempt to teach counter-punching. A favorite technique in introducing students to the counter-punch is to have one man jab easily at his partner's head while the partner moves in and goes through the motions of countering to the head or body. It is explained that this practice requires complete confidence in the boxing partner, especially since the man who does the leading makes a "sitting duck" of himself in the process.

### Counter Punching

The principal faults to be corrected in learning to counter-punch are: 1. *Trying to block and counter at the same time,* this cannot be done. 2. *Trying to counter while backing away from a lead,* this is impossible. 3. *Waiting until the lead has been delivered before attempting a counter.* Such a counter is futile because it comes too late. 4. *Dodging too far to the side in avoiding the lead.* This maneuver either throws the counter-puncher off balance, or puts him in a position from which a counter blow may not be delivered effectively.

Theoretically a boxer will not be hit by any lead to the head if he starts a counter blow the instant the opponent starts his lead. This theory is based on the fact that in delivering the counter blow the head will be carried enough to one side or the other to make the opponent miss. This is basic to all successful counter-punching. Unfortunately, only a few beginners will ever appreciate this idea sufficiently to make good use of it.

During this period of practice boxing, it will be apparent that many men hesitate to move in to counter, or to let go with a right-hand punch because they feel so completely uncovered during the process. The only way to overcome this hesitancy is to teach the men to keep their chins covered at all times by a shoulder on one side and a glove on the other.

The basic reason for this feeling of being uncovered is the failure of the boxer to hit with his shoulder. All good blows involve a forward movement of the shoulder until it comes in contact with, or close to, the chin. In the same movement the opposite glove should come back to a position close to the chin on the opposite side. Once this technique is learned a man may move in and slug it out without much danger of being hit. Until the men learn this it is never safe to permit them to engage in a regular bout. Undoubtedly most of the professionals who have been killed in bouts did not learn how to protect both sides of the chin.

The man who tends to let his head flop from side to side should not be allowed to engage in a bout until he learns better. The head should be kept in the same position at all times, all rolling and ducking should be done with the legs and body.

During this period of practice in boxing we emphasize correct form in hitting. The straight left must be *straight,* the right must never be a swinging blow. The right to the head or body must be delivered from the same position, slightly below and to the right of the right side of the chin. A right must always be followed by a left. The uppercut must start with a lifting motion of the leg. The left hook comes from the left foot. The short blows in infighting must come from the shoulders, not from the arms. No blow should be telegraphed.

Out of such a program of boxing instruction the conscientious instructor will derive his greatest satisfaction from the amazing progress his students will make in the sport.

## The Free Throw

*(Continued from page 17)*

number of throws taken daily; the point to be emphasized is that each player must use his time and practice period purposefully. Hurriedly tossing the ball at the basket in order to make a specific number of throws before the player is dismissed from practice is more apt to produce carelessness than to increase a player's effectiveness. Such a type of meaningless practice induces boredom and is neither instructive nor productive.

As it now stands, free-throw shooting is an enigma to both the coach and the player. The coach finds it difficult to understand why his best players miss during critical periods of the game. The player is as bewildered, for he knows he has made the identical shot hundreds of times in practice.

Proficiency in free-throw shooting will not be reached until the player has attained so much confidence in his shot and in himself that he knows he is going to make his free throw regardless of all external forces. The coach should build this confidence within each player by competent instruction and by organizing his practices so that the player will have the opportunity to clarify his thinking and to improve his powers of concentration by diligent work in practice.

## Man-To-Man Defense

*(Continued from page 44)*

of a zone type of defense. These men play loose in order to be able to check anyone who happens to drive by our pressing men. Any time we press, we tell the pressers it is far more important that their men do not drive past than it is to get out of their defensive position and take the chance of intercepting the ball.

In picking up the offensive team at the middle of the floor our defensive positions are similar to those in Diagram 1, but with the front line or X1 and X4 at the mid-line. Then X5 will play his man tight.

Any boy who is capable of playing basketball may be developed into a good defensive player if he is willing to spend the time. Defensive play is more natural than offensive, but probably not quite as much fun, unless the boy realizes that it is as important to keep his man from scoring as it is for him to score.

in a hand belt and with two spotters (one on each side) allow him to go through a back bend in slow motion. After several tries in slow motion then permit the tumbler to throw a little and with each attempt, throw a little harder. The greatest difficulty to overcome in this stunt is the natural tendency to "tuck up" while throwing for the back handspring. This may be eliminated by the slow motion method of doing several back bends with emphasis on the arch of the back.

**Stunt D — Flying Front Handspring — Arabian Handspring**

This stunt is done by running down the mat, bouncing off both feet and throwing the arms downward toward the mat at the same time. The hands land on the mat and the body receiving an added impetus from the arms continues over to the feet. The tumbler should run fairly fast and throw his arms forcefully towards the mat at the same time a good double foot take-off is obtained. This stunt should be finished in a squat position while learning and later as proficiency improves the tumbler should try landing in an arched position with his legs almost straight.

**Stunt E — Back Layout**

It may be seen from the pictures the back layout is a back somersault in a complete layout position. The tumbler should obtain maximum height and this is done by lifting straight up with his arms, forcing the chest up into the air and continuing to pull up and back with the chest throughout the entire stunt. The tumbler should not forget to take off from the balls of the feet instead of flat-footed. In order to help to get the proper take-off the last handspring going into the back somersault should be lengthened to the extent that the feet are extended backward instead of cutting under as in the back handsprings. This take-off will lift the tumbler up into the air instead of backward. It will be noticed in the first frame how the tumbler is almost leaning forward in starting the stunt. This position definitely aids the tumbler in reaching maximum height.

**Stunt F — Walk Over**

This stunt may be described as a tinsica without the use of the hands. As shown, it is started like a tinsica but the hands do not touch the mat

## Tumbling

*(Continued from page 10)*

and instead the arms are pulled back and up into the air. The rear leg whips over the head while the take-off leg pushes off the mat, thus lifting the body up into the air. The rear leg continues to whip over the body and lands on the mat with the take-off leg following. A limber back is an aid in learning this stunt. A lead-up for this stunt may be the kick-over which is very similar, with the exception that the tumbler grabs under the thigh of the take-off leg and lands in a two-foot landing. After several of these are done successfully then a one-foot landing may be tried and finally the completed walk over is attempted.

**Stunt G — Back Somersault With Full Twist**

The take-off should be such that the body will rise up into the air instead of backward as shown in the back layout. Upon taking off the mat, the head and arms are thrown backward and also in the direction of the twist. This is shown quite clearly in the second and third shots of Series G. An important cue is to lift up for the somersault while doing the twist since this will give the necessary height so that the full twist may be completed satisfactorily. Realizing that about 50 per cent of most tricks is confidence we have tried an experiment in teaching the back somersault with a full twist. This has been quite successful. A three-foot table, 4 feet long by 2½ feet wide was constructed with iron legs and solid top (which in turn was covered with part of a tumbling mat) to fit on to the end of the trampoline. The table hooks on to the end bar of the trampoline by means of two hooks from the table. The tumbler in the Pond Twisting Belt stands on the end of the platform with his back to the trampoline. He does a back handspring on the platform with his back to the trampoline. He does a back handspring on the platform with his hands landing on the edge of the platform next to the trampoline frame and his feet landing on the trampoline bed. Then he goes into a back somersault with the full twist. From this take-off and with the use of the twisting belt the coach is able to help the tumbler through many back somersaults with full twists. This saves time and energy in that the tumbler may try many more twisters than he may on the tumbling mats

with the same expenditure of energy. It also saves on manpower in that only one person is needed to spot the performer. The mechanics of the twist may be more easily experimented with in using this innovation.

### Stunt H — Back Somersault With One-Half Twist, Walk Out

This excellent stunt enables the tumbler to do a routine such as a round off back handspring, back somersault with a one-half twist into another round off back handspring with full twist, etc. The two techniques used in doing this one-half twist are: twist early with the head and body and come out of the somersault like a front flip walk out; execute a body twist with the hips while the head watches the mat throughout the stunt until the feet almost reach the mat and then the head turns and looks in the direction of the twist (Series H). The tumbler should be sure to have enough "flip" on this stunt; otherwise he lands back on his heels and this makes it very difficult to continue with the round off back handspring, etc.

Acknowledgments are due to Tom Tillman and Pete Barthell for their time and effort in the picture-taking task, also to Conrad Ettl, Don Hurst, and Duncan Erley for their comments and suggestions for the article.

## Basketball

*(Continued from page 11)*

ial, but usually consists of either a three-man weave around two posts or a four-man weave around a single pivot. Last year we used the latter (Diagram 2) against man-for-man defenses. Our offense against zones will not be explained in this article.

At the start of our slow break, 01 floats in the pivot area, 02 and 03 are on the sides, and 04 and 05 bring up the ball. We begin every slow break with a simple set play which is disclosed by the first pass made by the ball-handler. If a shot does not result, the boys keep moving in a four-man weave around the pivot, playing free-style basketball, stressing possession and smooth circulation, and making full use of inside and outside screens. The 2 against 2 and 3 against 3 drills are an excellent background for this free-style play. No further set play is attempted until we come down the floor with a deliberate attack.

Because of lack of practice time, we purposely keep the plays simple

# NEW ITEMS IN EQUIPMENT AND IDEAS

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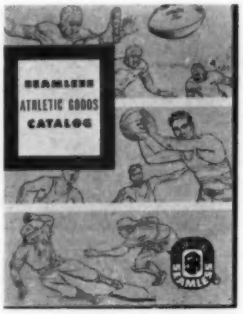
PICTURED here is the radical new MacGregor Goldsmith ring cleat football shoe. The manufacturer reports that extensive tests proved these cleats give equal or more traction than the traditional conical cleat. The purpose of the ring cleat is to provide greater stability directly beneath the ball of the foot. The shape and position of the cleat offer the least resistance to rotation, thereby, it is claimed, enabling a player to cut with much greater ease and with less chance of twisting an ankle or knee. The cleats, which are made of aluminum, are built along engineering lines to provide for an axis of rotation through the balls of the feet. The ring cleat is engineered to prevent clogging by being the thinnest in the center so as to take full advantage of the natural bending of the shoe and hence to break loose clods. This shoe may be seen at all MacGregor Goldsmith dealers.




NOT too many years ago the Seamless Rubber Company was producing athletic tape and "Kantleek" bladders for the athletic trade. Now this company has added many athletic products to these items. The famous "Sav-a-Leg" home plate and pitcher's rubber; basketballs, footballs and volleyballs with the "Kolite" cover; the "400" golf ball; "555" hand ball and the softball and tennis balls are some of the products shown in the new catalog available by writing the Seamless Rubber Company, New Haven 3, Connecticut, or by checking the coupon on page 64.

KURL-OFF is a product for which school maintenance men have long waited. It is designed to remove the finish of a gymnasium floor preparatory to refinishing and what a job it does. Simply spread it on the floor and in 10 to 15 minutes the old finish lies loose on the top ready to be swept away. It does not require an after-rinse, cannot burn or explode and in no way harms the grain of the wood. Manufactured by the Hillyard Chemical Company of St. Joseph, Missouri.

WILSON Sporting Goods Company has added a new ball glove to their line. The glove, which was designed by Lefty Gomez of the Wilson advisory staff, is intended for pitchers and outfielders. The glove features long fingers, an extra long web and the very popular patented tie-down strap. This feature takes the place of the button method and hence provides for more minute adjustments without any danger of the glove getting out of shape.

BY means of levers, the popular Dick Morey basketball backstop may be lowered from the free-wheeling casters to the hydraulic jacks. This feature assures a firm, immovable backstop while in use, yet it may be readily wheeled out of the way to permit use of cross courts. An additional feature of these backstops permits their use on field house floors where the front legs rest on the playing floor and the rear legs are off of the portable wooden flooring. Dick Morey, Inc., Abington, Massachusetts.

and do not work on options. It is our aim to blend these plays into our offensive pattern so well that our opponents will not realize we are using any set movements at all.

In Diagram 3, 04 passes to 05 and continues on to screen for 03. 05 takes a dribble or two, then feeds 03 cutting off the heels of 04.

In Diagram 4, 04 passes to 01 who takes one or two dribbles out and sets up at the free-throw line. 04 and 05 scissor around him as 02 and 03 swing out for defensive balance.

In Diagram 5, 04 passes to 02 and cuts back, screening for 05 and then for 03. 05 cuts off 04's heels and drives in. 03 cuts to the free-throw line. 02 takes a dribble or two out and feeds either open cutter.

In Diagram 6, 04 passes to 02 and continues on to screen for him. 02 throws to 01 in the pivot. 01 feeds either 04 or 02.

Any play will work on either side of the floor. We always walk through the plays first, then practice them without opposition, and finally in scrimmage. Since all plays are initiated by a distinct movement on the part of the ball-handler, the players do not encounter too much difficulty in mastering them. After four or five practices the team should execute these movements without mix-ups. With younger boys it may be advisable to eliminate the guard-around play (Diagram 6), and employ only the first three plays.

Defense is not overlooked, but instead is stressed as much as attack. Our basic defense is usually an aggressive man-to-man defense which slides through screens rather than switches, and checks the opponents just before they reach the ten-second line. We also use a loose, sagging man-to-man defense and a 2-3 zone on occasion. The first hour of practice, in which we drill on 2 against 1, 3 against 2, 2 against 2 and 3 against 3 situations, is the best time to develop good defensive techniques.

As we move through the season we spend about fifteen minutes per period working on one or two simple out-of-bounds plays and on zone defense and attack.

It has been proven to my satisfaction that the above program is not too ambitious for a club practicing only two hours per week. We begin working out the first week in October, and by December 1 are ready to start on our schedule. We adhere to our practice plan each week until after the last game of the year, consequently our teams always show steady improvement as the season progresses.

## Comments On Television

*(Continued from page 22)*

in discussing football attendance states: "The East and Far West where television takes its deepest bite suffered severe setbacks, but a sharp increase in the Southwest held up the over-all average."

## Order M4

THE National Production Authority, Order M4, prohibits the building of any recreational facilities costing over $5000. If the present emergency requires a conservation of our construction facilities and materials we will go along with our government. However, we seriously question whether the NPA in writing the order used good judgment in the wording of it. If supposedly sound reasoning was used, then immediate revision of the order must be made.

For, as the order now stands, school gymnasiums and community playgrounds have been grouped with dance halls, taverns, bowling alleys, race tracks and gambling halls. In the first place, the government has failed to differentiate between commercial enterprises and tax-supported projects. In the second place, the government has failed to differentiate between the various types of recreation.

The sweeping order as it now stands on the books is ridiculous. Within the past few days a national figure in athletics and physical education appeared before the Authority. In the course of his plea for a revision he used the following hypothetical case. Chicago employs a staff of park employees on a full time basis. The Chicago Recreation Commission has been successful in securing approval of the city council in building an athletic field. The total cost of the field will be $9000, of which $8000 will be spent for labor and $1000 for materials. The city council voted to have the work done by the park employees who are, as previously mentioned, full time employees, but who are at the moment freed from their duties of mowing lawns, trimming flower beds and trimming bushes, throughout the city's extensive parks. It sounds silly, but our friend was informed that the project could not be undertaken because the total cost was over the $5000 limit specified in the order.

We can talk all we want to about new facilities, present plans and layouts, but under the present set-up we will be somewhat like the newlyweds building their dream cottage. The realization will be a long way off, that is unless we all take steps to show the National Production Authority that there is a difference between the recreation made possible through a gymnasium and that obtainable through a local tavern.

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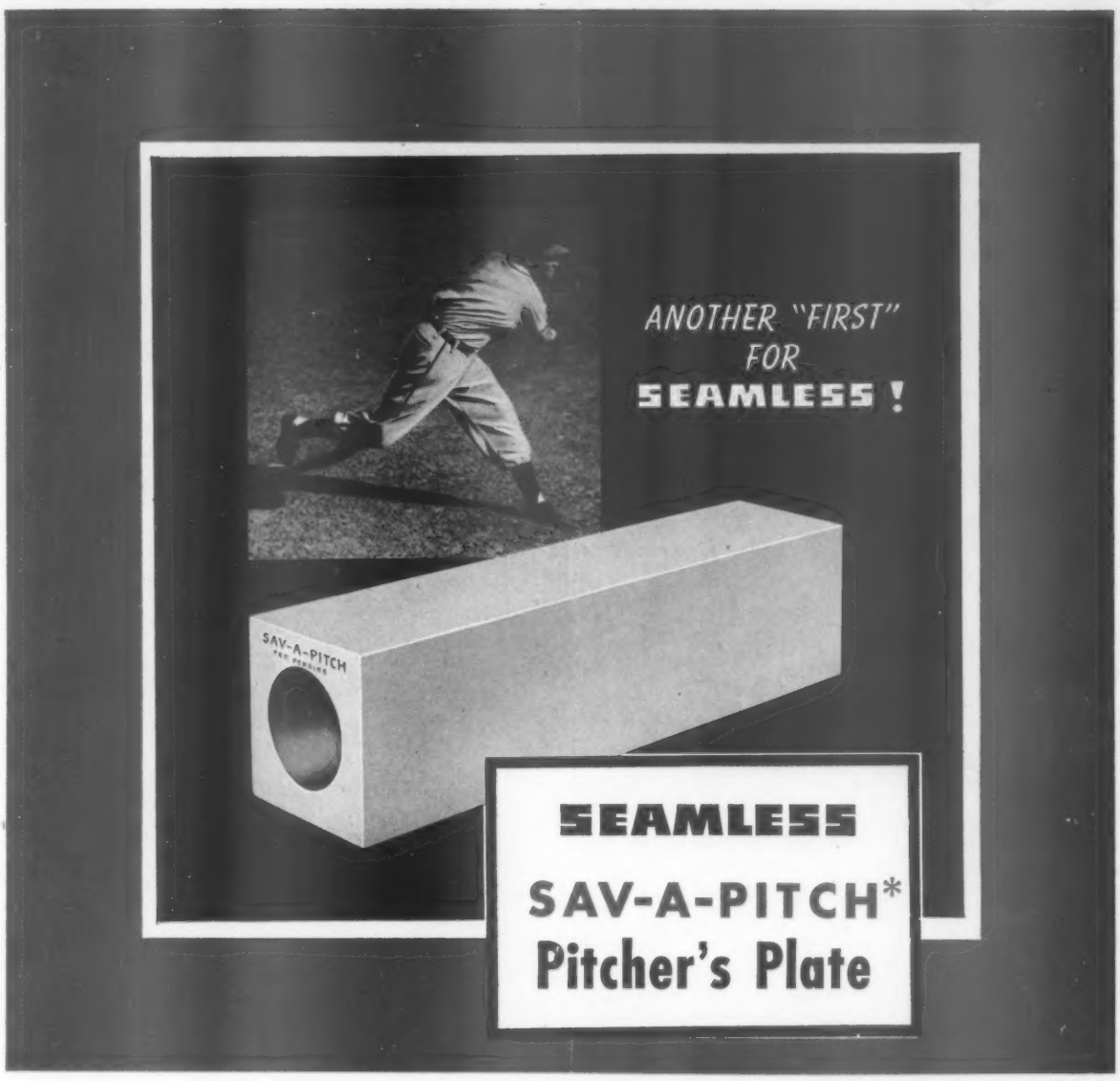


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